



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

January 21, 1959

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

STORM WARNING ALERT DRILL


Southern Illinois University has installed a large warning service, a siren, at the campus Power Plant. This warning device has a range of three to seven miles and it will be used in the future to alert the campus community (and maybe Carbondale) if such a need arises.

On Tuesday, February 3, Southern will experience a Storm Warning Alert Drill.

Information sheets are attached and all faculty members are asked to take a few minutes to discuss the Drill and Warning Signals with their classes on Monday, February 2. Safe Place information has been furnished by the Architect's Office and this information is also attached for your use and to inform your students.

It is expected that all students and faculty members will observe this Emergency Drill and when Stage #3 is sounded on Tuesday, February 3, that all persons will enter and remain in the designated Safe Place until the All Clear signal is sounded.

Charles D. Tenney
Vice-President for
Instruction



Digitized by the Internet Archive
in 2012 with funding from
CARLI: Consortium of Academic and Research Libraries in Illinois

to the faculty

SOUTHERN ILLINOIS UNIVERSITY

CIVIL DEFENSE

STORM WARNING DIRECTIONS FOR SEVERE STORMS

- STAGE #1 One (1) 15 second blast from S. I. U. Siren
- (weather conditions indicate severe storm possibilities for our area)
- STAGE #2 Two (2) 15 second blasts with 15 second interval between blasts from S. I. U. Siren
- (indicates that a severe storm has been sighted in our area--tune your radios to local station)
- STAGE #3 Three (3) fifteen seconds blasts with 15 second intervals between the blasts from S. I. U. Siren
- (indicates that a severe storm is moving toward our area) and TAKE COVER *** TAKE COVER

DIRECTIONS ** DIRECTIONS ** DIRECTIONS

1. CLEAR STREETS AND CAMPUS
2. TAKE COVER IN DESIGNATED SAFE PLACES
3. OPEN WINDOWS ON NORTH AND EAST SIDE
4. TURN OFF ELECTRICITY AND GAS
5. DO NOT USE THE TELEPHONE EXCEPT FOR EMERGENCIES

- STAGE #4 One (1) long blast for 60 seconds from S.I.U.
- Siren (this means--ALL IS CLEAR *** ALL IS CLEAR)

NOTE:.. EACH STAGE SIGNAL TO BE REPEATED AFTER ONE (1) MINUTE INTERVAL.

S. I. U. SAFE PLACES

I. Campus Housing

Buildings	Designated Safe Places
1. Thompson Point Dormitories	Basements (self contained)
2. Thompson Point (Lentz Hall-Dining)	Basement-West end
3. Chautauqua Housing	Lentz Hall-Thompson Point- lowest floor
4. University Court 813 So. Illinois	Basement (self contained)
5. Dowdell Halls	McAndrew Stadium West side-beneath
6. Woody Hall	Recreation room (self contained) Wing A and Wing C
7. Trailer Court	Move by cars to Thompson Point Lentz Hall--lower floor
8. Johnson Hall	Basement (self contained)
9. University Drugs	Basement-Home Economics North wing
10. Illinois Ave. Residence Halls	Basement (self contained)
11. Small Group Housing Units (under construction)	Basements (self contained)
12. Southern Hills (under construction)	Basement--building 117

S. I. U. SAFE PLACES

II. Permanent Buildings

Buildings	Designated Safe Places
1. Physical Plant, Service #1 and #2 and Laundry	Basement of Service Building #1
2. University School	Ground level except Auditorium (self contained)
3. Life Science	North half of lower floor (self contained)
4. Parkinson Lab.	Basement of Parkinson Lab. (self contained)
5. Library	Lower floor (self contained)
6. Allyn	Basement--West side (self contained)
7. Auditorium	Basement--beneath stage (self contained)
8. Old Main	1st floor remain in lower corridor (1st floor) 2nd floor--Woody Hall--Wing C (lounge) 3rd floor remain in lower corridor (1st floor)
9. Wheeler	Basement (self contained)
10. Altgeld	Basement (self contained)
11. President's Office	Basement (self contained)
12. Gymnasium	1st floor--Dressing Rooms (self contained)
13. Agriculture	1st floor--Morris Library Basement 2nd floor--Agriculture Auditorium
14. New Home Economics Building	Basement--North wing (self contained)
15. Student Christian University Avenue	Basement--Home Economics North wing
16. Baptist Foundation	Basement Room (self contained)

S. I. U. SAFE PLACES

III. Other Buildings

Buildings	Designated Safe Places
1. Office Residences- Grand Avenue, Lake Street, Forest Street, and Chautauqua	Basement--University School-- Industrial Arts Wing
2. Administrative Barracks, Education Barracks, and South Thompson Street Area	Basement or first floor Morris Library
3. Harwood Avenue--Residence Offices, Classrooms, and Student Center	Basement Anthony Hall-- Enter South entrance

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

SOUTHERN ILLINOIS UNIVERSITY
LIBRARIES-CARBONDALE
RECEIVED

FEB 6 1959

SERIALS DIVISION
February 5, 1959

Office of the President

SPECIAL BULLETIN TO THE FACULTY

USE OF CENTRAL SERVICES

Notice is hereby given of a new policy on the purchase of cameras, duplicators, recorders, calculators, and other items the purchase of which must be cleared by the director of a central service. Hereafter, the director of a service, such as Stenographic, Photographic, etc., will not approve the purchase of a piece of equipment unless the requesting department can show at least a year's use history of the centralized service. For example, it will be difficult for a department to prove that it needs a duplicator if it does not have a history of using Stenographic Service.

STANDARDIZATION OF OFFICE EQUIPMENT

In order to make our offices look as nice as possible, we would appreciate the cooperation of all fiscal officers in our efforts to get standardization of equipment in offices. For example, if you purchase another filing cabinet or desk or other item where it is advantageous to match, please specify type, color, etc. so that the new will match the old.

KEYS

In our efforts to tighten up our security of University property, it is necessary that all persons responsible for keys to University facilities be reminded of their responsibilities.

Whenever keys are issued to a person in charge of a program, he is responsible for each and every one of the keys even though he redistributes them to members of his department. He should know at all times who has these keys, and when his department is moved from one building to another he is responsible for collecting all keys to the old quarters and returning them to the Physical Plant. As a matter of fact, in a sense, the person to whom the keys are issued is responsible for missing property if a person to whom he issued a key caused the loss.

When we have so many temporary as well as permanent buildings it is a tremendous task to safeguard University property. For this reason we must be doubly careful to whom keys are issued and we must know where they are at all times.

Your assistance is urgently requested.

George H. Hand
Vice President
for Business Affairs

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the President

February 18, 1959

SPECIAL BULLETIN TO THE FACULTY

CEREMONY FOR COLONEL MACMILLAN

The formal change-of-command ceremony marking the retirement of Colonel Alexander MacMillan, commanding officer of Southern's Air Force ROTC unit, will be conducted at 10 a.m. Tuesday, February 24, in McAndrew Stadium.

A special guest for the ceremony will be Major General Thomas L. Rogers, commandant of the nation's 179 Air Force Reserve Officer Training Corps programs. Major General Rogers will be making his first visit to the SIU campus, February 23-24.

Such a visit by a commandant is rare. It may be interpreted not only as a tribute to Colonel MacMillan but also as recognition of the enviable record of the SIU unit, the cooperation given by the entire University and the importance attached to the AFROTC in the University program. For all of these reasons, faculty and students are urged to attend the ceremonies and review in which Major General Rogers will participate.

During the ceremonies, including a review, command of Southern's AFROTC wing will pass from Colonel MacMillan to Lieutenant Colonel Emmett Cockrum, who will then serve as commanding officer until the arrival of Colonel George Blase. Colonel Blase's assignment here becomes effective in August.

The entire faculty and student body is invited to attend the ceremony. In the event of inclement weather, the ceremony will be conducted at Shryock Auditorium.

COFFEE HOUR FOR PROFESSOR LENTZ

The students of Thompson Point would like to extend an invitation to all faculty and staff members to a coffee hour in honor of former Dean Eli G. Lentz. The coffee hour will be held from two to four, Sunday, March 1, in the recreation room of Lentz Hall.

FINAL EXAMINATION SCHEDULE FOR WINTER, 1958-59

Examination Schedule for Day-Time Classes

Monday, March 16

12 o'clock classes	7:50
Economics 205 and Geography 100	11:30
4 o'clock classes	1:50

Tuesday, March 17

9 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
Air Science 102 and 202 and Women's Physical Education 102 and 254	11:30
Speech 101	12:50
1 o'clock classes	2:00

Wednesday, March 18

11 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
English 101 and 102	11:30
2 o'clock classes	1:50

Thursday, March 19

8 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
Chemistry 101, 111, 112, 240 and Management 271	11:30
10 o'clock classes	1:50

Friday, March 20

3 o'clock classes	7:50
Make-up examination period for students whose petitions have been approved by their academic deans	1:00

Saturday, March 21

8 o'clock 3-hour classes which meet one of the class sessions on Saturday	7:50
9 o'clock 3-hour classes which meet one of the class sessions on Saturday	10:00
11 o'clock 3-hour classes which meet one of the class sessions on Saturday	1:00
Classes which meet only on Saturday mornings. Examinations will start at same time as the class sessions ordinarily start.	

Examination Schedule for Evening Classes

Monday, March 16

Five-hour classes which meet during the second period (7:35-9:00 p.m.) on
Monday, Tuesday, and Thursday 6:00
Four, three, two, and one-hour classes which meet during the second period
(7:35-9:00 or 9:15 p.m.) on Monday and/or Wednesday 6:00
Classes which meet only on Monday night. Examinations will start at same times
as the class sessions ordinarily start.

Tuesday, March 17

Five-hour classes which meet during the first period (6:00-7:25 p.m.) on
Monday, Tuesday, and Thursday 6:00
Four, three, two, and one-hour classes which meet during the first period
(5:45 or 6:00 - 9:00 p.m.) on Tuesday and/or Thursday 6:00
Classes which meet only on Tuesday night. Examinations will start at same
times as the class sessions ordinarily start.

Wednesday, March 18

Four, three, two, and one-hour classes which meet during the first period
(5:45 or 6:00 - 9:00 p.m.) on Monday and/or Wednesday 6:00
Classes which meet only on Wednesday night. Examinations will start at same
times as the class sessions ordinarily start.

Thursday, March 19

Four, three, two, and one-hour classes which meet during the second period
(7:35-9:00 or 9:15 p.m.) on Tuesday and/or Thursday 6:00
Classes which meet only on Thursday night. Examinations will start at same
times as the class sessions ordinarily start.

.

A special note needs to be made relative to examinations for evening sections for those classes which have been granted a special time for examining all sections. As some students attending at night may not be able to attend the special examination period scheduled for the daytime, each department involved will have to arrange special examination periods for such students. This problem involves those night students who are fully employed during the day and who are taking night courses because it is the only time they are able to do so.

General Examination Information

(1) Examinations for three, four, and five-credit hour classes will begin at the hours scheduled and will run for two hours. Examinations for one and two-credit hour classes will begin two hours and ten minutes later and will run for one hour. For example, an 11-o'clock class carrying four hours of credit will have its examination from 7:50 to 9:50 a.m. on Wednesday, March 18. An 11-o'clock class carrying two hours of credit will have its examinations from 10:00 to 11:00 a.m.

(2) A student who finds he has more than three examinations on one day may petition, and a student who has two examinations scheduled at one time should petition, his academic dean for approval to take an examination during the make-up examination period on the last day. Provision for such a make-up examination period does not mean that a student may decide to miss his scheduled examination time and expect to make it up during this make-up period. This period is to be used only for a student whose petition has been approved by his dean.

(3) A student who must miss a final examination may not take an examination before the time scheduled for the class examination. In the event a student misses a final examination and is not involved in a situation covered in (2) above, a "W", followed by the tentative grade with a "12" indicating the number of weeks attended, should be recorded on the grade report by the instructor. A "W" grade must be completed within one year of the end of the quarter involved; otherwise, it must remain as an incomplete grade.

Charles D. Tenney
Vice-President for
Instruction

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

March 27, 1959

SPECIAL BULLETIN TO THE FACULTY AND STAFF

THOMPSON STREET CLOSING

Effective Monday, March 30, 1959, the parking areas along Thompson Street south of Harwood Avenue to the Physical Plant Service Road will be closed permanently to motor vehicles.

A new parking lot immediately south of the Physical Plant Service Road and adjacent to Thompson Street with a capacity of 119 automobiles will be available for faculty and staff. Entrance to this new lot will be from Highway 51.

Also effective Monday, March 30, Harwood Avenue will become a dead end street but will have a small turnaround drive at the west end (in front of the Bursar's Office). Thompson Street will be closed south of Harwood Avenue to the Physical Plant Service Road.

NO HUNTING AND SHOOTING ON UNIVERSITY PROPERTY

The rapid growth and development of Southern presents many problems and responsibilities. The steady, progressive development of the campus now begins to envelop areas which a short time ago were "just woods" - a natural wild life habitat attractive to hunters and target shooters. These areas, particularly that east of the power plant, are now living areas. Others are in various stages of construction of University housing units. Hunting or target shooting in these areas is prohibited. In fact, hunting or shooting on any University property is prohibited except with the expressed written consent of properly authorized administrative personnel.

Your cooperation in the observance of these restrictions is requested.

George H. Hand
Vice President
for Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

April 8, 1959

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

W A T E R S H U T D O W N

It is necessary to shut down water and sewer facilities, for purposes of a connection to the new University Center, to the following parts of the campus from 2:00 to 3:30 p.m. on Thursday, April 9: Old Main, Wheeler, Gymnasium, Anthony, Parkinson, Allyn, Shryock, Altgeld, all buildings on Harwood, Service Shop Buildings No. 1 and 2, Boiler Plant, Laundry, and all houses and buildings on Thompson south of Academic Advisement including the farm quonset and the three barracks. No other buildings on the campus will be affected. If there are any objections to the above, please notify Mr. Willard C. Hart at Extension 4311 as soon as possible.

George H. Hand
Vice President
for Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

April 14, 1959

SPECIAL BULLETIN TO THE FACULTY

NEW BEACH AT LITTLE GRASSY LAKE CAMPUS

A new beach for University Faculty and Civil Service Staff is being prepared on the Little Grassy Lake Campus at a site about one-half mile south of the beach used last summer.

A Faculty-Civil Service Committee headed by Sheldon S. Steinberg has been working closely with the Architect's Office and the President's Office in planning the development of this new recreation area.

Facilities already completed are a sand beach with a swimming area 200 feet long and 100 feet wide; a wading pool for children; a gravel road leading to an unloading circle near the beach; and a parking area within hiking distance of the beach.

Future plans call for a boat dock, pavillion with fireplaces, picnic tables, benches, outdoor grills, and, eventually, overnight camping facilities.

According to Mr. Steinberg, the Committee has gone as far as it can without help from other Faculty and Civil Service Staff members. In order to have the area ready for use this summer, volunteers are needed for the following projects:

- 1) To distribute sand evenly along the beach and on the bottom of the swimming area.
- 2) To build retaining walls from native stone on drainage slopes behind the beach.
- 3) To plant vines and shrubs behind the beach to check erosion.
- 4) To mark trails from the beach to nearby picnic area.
- 5) To gather firewood for picnic area.

The first "beach party" is scheduled for Saturday, April 18. Transportation will be provided from the main campus. Faculty volunteers should notify Mr. Steinberg at the Health Education Department and Staff members should notify Ray Rowland at Information Service.

Charles D. Tenney
Vice-President for
Instruction

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

April 15, 1959

SPECIAL BULLETIN TO THE FACULTY

NEW GENERAL CATALOG

This announcement is being made as a result of a change in the nature of the University catalog. Rather than having one all-inclusive bulletin, we shall hereafter publish a bulletin series consisting of a General Information Bulletin, which will be issued each year, and a separate bulletin for each school or college, which will be issued about every two years. The General Information Bulletin is now ready for distribution.

According to present plans, the new and somewhat decentralized catalog will be distributed as follows:

- (1) Each University office will receive a complete set of bulletins. These will be sent out through campus mail.
- (2) Each member of the University Faculty will receive a copy of the General Information Bulletin through campus mail. He may also receive a copy of the bulletin of his school or college at his dean's office as soon as it becomes available.

Headquarters for the distribution of bulletins will be the General Publications Office located at 113 East Grand.

RALLY FOR McKENDREE ALUMNI

Mr. Milburn P. Akers, Editor of the Chicago Sun-Times, has notified us that a rally of McKendree alumni, former students of McKendree, and friends of McKendree College will be held on Saturday, April 25, at 12:15 noon at the University Cafeteria on our campus.

Mr. Akers states that this rally is a part of an effort to reawaken interest in McKendree. No funds will be solicited, but Dr. Webb Garrison, President of McKendree, and Mr. Akers will endeavor to demonstrate what needs to be done at and in behalf of McKendree and how they hope these things can be accomplished.

Charles D. Tenney
Vice-President for
Instruction

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

April 27, 1959

SPECIAL BULLETIN TO THE FACULTY AND STAFF

This is our periodic reminder to faculty and staff that we desperately need your cooperation in observance of our safety regulations. It is especially important that faculty members refrain from smoking in classrooms and hallways, except in designated areas. Your assistance is also requested in reminding students that they may be endangering their own lives by smoking in such buildings as Old Main.

It would help also if bicycle-riding faculty and staff members would use the bicycle paths instead of the sidewalks. Also to be noted is the fact that the bicycle paths are not to be used by pedestrians.

For further information on safety regulations, you are referred to page 65 of the Southern Illinois University Faculty Handbook. For specific smoking areas in your own building, check with your faculty representative for that building.

Although it is not a matter of safety, it is a matter of beauty, if we could get faculty and staff assistance in discouraging the unnecessary short-cutting across landscaped areas.

George H. Hand
Vice President
for Business Affairs

Dean Talley

Southern Illinois University
Faculty Welfare Committee
May 5, 1959

To: Staff Members

From: Faculty Welfare Committee

Subject: Revision of Group Hospitalization Insurance Plan

As many of you now know, the State Budgetary Commission disapproved of the proposal of the state universities that each of their budgets include an appropriation to subsidize a group hospital and medical plan for all staff members. Because this proposal had been made, consideration of revising our present plan was postponed until this decision was made.

During the past four years the Committee feels that our present plan with the Golden Rule Life Insurance Company has done an acceptable job. Increases in hospital and physicians' charges during the last year or so have indicated the need for a revision of benefits if our plan is to be attractive to new staff members and to meet the needs of present staff members and their families.

Hospitalization and surgical benefit group insurance plans are about 30 years old. During this period their acceptance on the part of employees and employers has become almost universal. Within the last six or seven years, a different concept of this type of insurance has developed. In the beginning, the attempt was made to provide insurance against average hospital and surgical costs for comparatively short periods. The newer concept attempts to provide insurance against catastrophic expenditures for medical care leaving the smaller and more routine type of charges to be met by the individual.

Because of this trend toward a change in this type of group insurance, the Committee needs consultation with the whole staff in order to determine the thinking of the group and their desires. In order to receive your opinion, the attached questionnaire has been devised. For your consideration, four types of plans are listed:

1. The present Golden Rule plan.
2. A full "service" type plan which would meet the first dollar of hospital costs, and provide for a fair portion of surgical costs, but with limits on the amount and period of time of hospitalization costs.
3. A combination plan, with characteristics of both a "service" plan and a major medical plan. The coinsurance feature after a base amount of hospitalization allowance, a small deductible or corridor, and a gross amount of \$10,000.00 are similar to a major medical plan. The amount for hospitalization, before coinsurance; a set amount for maternity; and an allowance for outpatient care following accidents are similar to the usual provisions of the "service" type plan. An additional similarity is the scheduled amounts for surgery and physician's care while in the hospital.
4. A modified "major medical" plan. After a deductible item of \$100.00, a maximum of \$15,000.00 would be available under a coinsurance plan of 80-20. \$250.00 would be available, however, for hospital costs without the restriction of coinsurance or deduction. This plan would also include a set amount for maternity. After benefit eligibility was established there would be no limits on the costs for physicians, surgeons, nurses or technicians, except the coinsurance feature.

Will you please indicate on the attached sheet your preferences between these four types of plans. In indicating your preference, circle the "1" for your first choice, a "2" for your second choice, etc.

Although we know of no way now by which the University can directly pay any of the premiums for this insurance, it is planned to help indirectly by making more frequent premiums collections available.

Faculty Welfare Committee:

Miss Frances Phillips
Mrs. Bonnie Lockwood
Mr. Milton Edelman
Mr. Paul Hoffman
Mr. M. M. Sappenfield, Chairman

MMS:br

Comparison of Plans

	Plan I	Plan II
<u>Hospital Room</u>	\$10.00 per day (Subject to deduction of \$25.)	Cost of a 2 bed room - same allowance toward cost of private room.
<u>Hospital Stay</u>	120 days	120 days
<u>Hospital Extras</u>	First \$500.00 plus 75% of other charges up to \$2,500	Unlimited
<u>Outpatient Care for accidents</u>	\$200.00 - Either doctor's office or hospital (within 48 hours)	The above as needed at a hospital (within 24 hours)
<u>Maternity</u>	\$100.00 - normal \$150.00 - Caesarean	As required under above
<u>Surgical Expense</u>	\$300.00 schedule	\$200.00 schedule
<u>Physician's charges while in hospital</u>	No allowance	\$5.00 each of first 5 days, \$3.00 for next 65 days
<u>Monthly Premium</u>	Single \$3.50 Family 7.55	Single: \$4.52 Family: \$14.80
	(Dependent children to age 23) (Dependent children to age 19)	

10.1

10.2

10.1.1. The first part of the proof is to show that the function f is continuous at a .

10.1.2. The second part of the proof is to show that the function f is differentiable at a .

10.1.3. The third part of the proof is to show that the function f is twice differentiable at a .

10.2

10.3

10.4

10.5

10.6

10.7

10.8

10.9

10.10

10.11

10.12

10.13

10.14

10.15

10.16

10.17

10.18

10.19

10.20

10.21

10.22

10.23

10.24

(The above list of exercises is not exhaustive and is intended to provide a general idea of the types of problems that can be found in this chapter.)

Comparison of Plans
Plan III

Plan IV

<u>Type of Contract</u>	Comprehensive	Comprehensive per cause
<u>Benefit Maximum</u>		
a. Amount	\$10,000.00	\$15,000.00
b. Period	Lifetime subject to automatic reinstatement	Lifetime
c. Reinstatement	Yes - automatic after neither hospital or surgical care for six months	Yes - by physical exam
<u>Deductibles</u>		
a. Amount	\$25.00 (Hospital only)	\$100.00 of covered expenses
b. Accum period	None	Three months
c. Waived for Hospital charges	No - waived for other benefits	Yes
<u>Benefit Period</u>	Unlimited - new maximum benefit is automatically established when the insured has not had hospital or surgical care for six months	Three years or at end of any 3 months' period in which covered charges do not exceed \$100.00
<u>Hospital Charges</u>		
a. Deductible	\$25.00	None-see covered expenses
b. Full payment area	\$500.00	\$250.00
c. Application of (b)	New benefit after 6 months	Per confinement per cause
d. Room limit per day	\$15.00	\$20.00
e. Payment of excess over (b)	Coinsured: 80% by company	80%
f. Non-hospital allow	Admin. of anesthesia and local ambulance service	Same as III
<u>Other Covered Charges</u>		
a. Deductible	None - except hospital expense	\$100.00
b. Payment basis	See (c) and (d)	80% coinsurance
c. Surgery	According to schedule intended to cover full charge	See (a) and (b)
d. Physician's fees:		
1. In hospital	By schedule as above	(See (a) and (b)
2. Out of hosp.	None	(
<u>Maternity Benefits</u>		
	\$150.00 - normal	(\$85.00
	\$250.00 - Caesarean	(
a. Deductible	None	None
<u>Retired Employees</u>	New \$5,000.00 maximum with reinstatement eligibility - other provisions the same	New \$5,000.00 maximum with no reinstatement; \$100 deductible per cause for all charges; 80% payment after deductible
<u>Mental Disorders</u>	30 days of hospitalization in a 12 month period	Limited as to time and doctor's fees
<u>Probable Monthly Premiums:</u>		
	Single \$5.65	Single \$3.62
	Family \$11.85	Family \$9.97

QUESTIONNAIRE for the Staff

Return to the Faculty Welfare Committee, in care of the Personnel Office,
not later than May 15, 1959

Plan	Indication of Preference			
Plan I	1	2	3	4
Plan II	1	2	3	4
Plan III	1	2	3	4
Plan IV	1	2	3	4

— I am in favor of the Committee's using its best judgment and
selecting a plan for the group.

RKS:

Signature _____
Department: _____

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the
Business Manager

May 14, 1959

SPECIAL BULLETIN TO ALL DEPARTMENTAL FISCAL OFFICERS

REQUISITION DEADLINE

As you are no doubt aware, our present biennium ends on June 30, 1959.

All Purchase Orders, Contracts, etc., which are to be charged against the State Appropriations of the 70th General Assembly, must be dated not later than June 30, 1959.

In order for the Purchasing Agent to have sufficient time to process requisitions, collect bids, and issue Purchase Orders, all Purchase Requisitions which are chargeable to this biennium must be received by the Purchasing Agent not later than June 15, 1959. Only requisitions for definite emergencies approved by the Assistant Business Manager will be accepted after that date.

All Stores Requisitions which are to be charged to the present departmental allocations must be received by General Stores Service not later than the close of business on Wednesday, June 24, 1959.

Please remember that, in order to effect an expenditure against present biennium State Appropriations, including Travel, a specific encumbrance must be placed and be in effect as of June 30, 1959.

In order to provide the maximum use of State Appropriations, encumbrances resulting from Blanket Purchase Requisitions will be reviewed, and balances not needed will be cancelled as of June 25, 1959, leaving provision only for emergency purchases for which specific Purchase Order numbers have been

Office of the
Business Manager

- 2 -

May 14, 1959

secured from the Purchasing Office not later than the close of business on
Wednesday, June 24, 1959. Any exceptions to this must be specifically approved
by the Assistant Business Manager.

Robt. L. Gallegly
Business Manager

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the President

May 15, 1959

SPECIAL BULLETIN TO THE FACULTY

HONORS DAY ASSEMBLY

The annual scholastic Honors Day convocation will be held at 10 o'clock, Thursday morning, May 21, 1959, in Shryock Auditorium.

The Student Council and the Convocations Committee have planned this program to recognize those students who have earned special academic awards, grants, prizes, and scholarships as well as those students who have high academic averages.

The Honors Day address will be given by Professor Dorothy Davies, Chairman of the Department of Physical Education for Women. It will be entitled, "The Responsibility of Leadership".

Department chairmen are requested to designate two or more representatives to appear in academic dress and to participate in the procession. (Any other faculty members are welcome to participate).

The procession will form at 9:50 a.m. in the cross halls of Old Main.

Students participating in the assembly program may ask to be excused from 9 o'clock classes in order to attend the "coffee hour" in the Formal Lounge at Woody Hall which will replace the reception that has been held following the program in previous years.

Both 10 o'clock and 11 o'clock classes will be dismissed on May 21 so that faculty members and students may attend the Honors Day assembly.

AWARDS FOR SPEECHES AND ARTICLES ON PUBLIC LEADERSHIP

The following announcement has been received from The Fund for Adult Education:

"Awards of \$1,000 each for the three best speeches or articles on public leadership have recently been established by The Fund for Adult Education. The prize-winning articles and speeches will eventually be published in a single volume either by the Fund or commercially. Awards, to be given in each of the years 1959 and 1960, are designed to generate the best thinking on the nature of public leadership and on ways in which more adequate education can be provided to help prepare American leadership on every level of social, economic and political organization to serve the general welfare.

"For purposes of the Awards, the term 'leadership' encompasses the whole range of positions in which executive decisions and executive actions have public consequences. It would include, for example, elected and appointed executives in federal, state and municipal governments, corporation executives, members of boards of directors of national organizations, school board members and college trustees, foundation officials, labor leaders, leaders of political parties, executives serving abroad, either in governmental or private positions, et cetera. On the other hand, the term 'leadership,' in the Award context, excludes from consideration leadership whose force is primarily intellectual, spiritual or artistic.

"To be considered for an Award, a copy of the talk and a description of the occasion on which it was delivered should be sent to the Office of Information, The Fund for Adult Education."

FINAL EXAMINATION SCHEDULE FOR SPRING, 1959

Examination Schedule for Day-Time Classes

Wednesday, June 10

8 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
Chemistry 101, 112, and 113	11:30
10 o'clock classes (except Humanities 301, Science 301, and Social Studies 301 which will meet at 4 p.m.)	1:50

Thursday, June 11

1 o'clock classes	7:50
Air Science 103 and 203 and Women's Physical Education 254	11:30
Speech 101 and Men's Physical Education 254	12:50
3 o'clock classes	2:00

Friday, June 12

12 o'clock classes	7:50
English 102 and 103	11:30
4 o'clock	1:50

Saturday, June 13

8 o'clock 3-hour classes which meet one of the class sessions on Saturday	7:50
9 o'clock 3-hour classes which meet one of the class sessions on Saturday	10:00
11 o'clock 3-hour classes which meet one of the class sessions on Saturday	1:00
Classes which meet only on Saturday mornings. Examinations will start at same time as the class ordinarily starts.	

Monday, June 15

9 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday 7:50
Economics 205 and Geography 100 11:30
2 o'clock classes 1:50

Tuesday, June 16

11 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday 7:50
Make-up examination period for students whose petitions have been approved by their academic deans 1:00

Examination Schedule for Evening Classes

Wednesday, June 10

Five-hour classes which meet during the first period (6:00-7:25 p.m.) on Monday, Wednesday, and Thursday 6:00
Four, three, two, and one-hour classes which meet during the first period (5:45 or 6:00-7:25 p.m.) on Monday and/or Wednesday . . . 6:00
Classes which meet only on Wednesday night. Examinations will start at same times as the class sessions ordinarily start.

Thursday, June 11

Five-hour classes which meet during the second period (7:35-9:00 p.m.) on Monday, Wednesday, and Thursday 6:00
Four, three, two, and one-hour classes which meet during the first period (5:45 or 6:00-7:25 p.m.) on Tuesday and/or Thursday . . . 6:00
Classes which meet only on Thursday night. Examinations will start at the same times as the class sessions ordinarily start.

Monday, June 15

Four, three, two, and one-hour classes which meet during the second period (7:35-9:00 or 9:15 p.m.) on Monday and/or Wednesday . . . 6:00
Classes which meet only on Monday night. Examinations will start at same times as the class sessions ordinarily start.

Tuesday, June 16

Four, three, two, and one-hour classes which meet during the second period (7:35-9:00 or 9:15 p.m.) on Tuesday and/or Thursday . . . 6:00
Classes which meet only on Tuesday night. Examinations will start at same times as the class sessions ordinarily start.

General Examination Information

A special note needs to be made relative to examinations for evening sections for those classes which have been granted a special time for examining all sections. As some students attending at night may not be

able to attend the special examination period scheduled for the daytime, each department involved will have to arrange special examination periods for such students. This problem involves those night students who are fully employed during the day and who are taking night classes because it is the only time they are able to do so.

(1) Examinations for three, four, and five-credit hour classes will begin at the hours scheduled and will run for two hours. Examinations for one and two-credit hour classes will begin two hours and ten minutes later and will run for one hour. For example, an 8 o'clock class carrying four hours of credit will have its examination from 7:50 to 9:50 a.m. on Wednesday, June 10. An 11 o'clock class carrying two hours of credit will have its examination from 10:00 to 11:00 a.m.

(2) A student who finds he has more than three examinations on one day may petition, and a student who has two examinations scheduled at one time should petition, his academic dean for approval to take an examination during the make-up examination period on the last day. Provision for such a make-up examination period does not mean that a student may decide to miss his scheduled examination time and expect to make it up during this make-up period. This period is to be used only for a student whose petition has been approved by his dean.

(3) A student who must miss a final examination may not take an examination before the time scheduled for the class examination. In the event a student misses a final examination and is not involved in a situation covered in (2) above, a "W", followed by the tentative grade with a "12" indicating the number of weeks attended, should be recorded on the grade report by the instructor. A "W" grade must be completed within one year of the end of the quarter involved; otherwise, it must remain as an incomplete grade.

Charles D. Tenney
Vice-President for
Instruction

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

May 26, 1959

SPECIAL BULLETIN TO THE FACULTY

ELECTRICAL SERVICE INTERRUPTION

It is necessary to have a short interruption of the electrical services to the following parts of the campus on Saturday, May 30, between 7:30 and 8:00 a.m. and again between 5:00 and 5:30 p.m.: Old Main, Wheeler, Gymnasium, Anthony, Parkinson, Allyn, Shryock, and Altgeld. The University School and adjacent wings will have no electricity on May 30 from 7:30 a.m. to 5:30 p.m. No other buildings on the campus will be affected. If there are any objections to the above, please notify Mr. Willard C. Hart at Extension 4311 as soon as possible.

George H. Hand
Vice President
for Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

May 18, 1959

SPECIAL BULLETIN TO THE FACULTY

AIR FORCE R.O.T.C. AWARDS CEREMONY

Tuesday morning, May 19, at 10:00 a.m., the Air Force Reserve Officers Training Corps Awards Ceremony will be held in Shryock Auditorium. This is always a noteworthy as well as an enjoyable program to which all members of the faculty are especially invited.

The program features the announcement of distinguished cadets, the presentation of medals, trophies, special awards and the Civic Unit Citation.

George H. Hand
Vice President
for Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

May 18, 1959

SPECIAL BULLETIN TO THE FACULTY

AIR FORCE R.O.T.C. AWARDS CEREMONY

Tuesday morning, May 19, at 10:00 a.m., the Air Force Reserve Officers Training Corps Awards Ceremony will be held in Shryock Auditorium. This is always a noteworthy as well as an enjoyable program to which all members of the faculty are especially invited.

The program features the announcement of distinguished cadets, the presentation of medals, trophies, special awards and the Civic Unit Citation.

George H. Hand
Vice President
for Business Affairs

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

SPECIAL BULLETIN

VISIT TO CAMPUS BY GOVERNOR WILLIAM G. STRATTON ON TUESDAY, MAY 26, 1959

All faculty members, civil service employees, and students are cordially invited to attend the special convocation in McAndrew Stadium on Tuesday, May 26, 1959, at 10:15 A.M. (In case of rain, the event is to be held in Shryock Auditorium.)

Governor William G. Stratton is taking time from his arduous duties during this important legislative session to visit the Carbondale campus of Southern Illinois University. You are urged to attend and to encourage others to hear Governor Stratton's address, which will be followed by a review of Southern's Department of Air Science cadets.

All University classes will be dismissed at ten o'clock and eleven o'clock, and all offices, the University Library, the cafeterias, and student centers will be closed from ten to twelve to permit everyone to attend. Freshman will receive convocation credit for attending.

You are also invited to visit with Governor Stratton at the outdoor luncheon beginning at 11:30 A.M. in the area east of the Agriculture Building. Tickets (\$1.50) are available in the Student Union and should be purchased by Friday of this week.

Dedicatory plaques at the Small Group Housing area and at the Family Housing Area will be laid at 2:00 P.M. and 3:00 P.M. respectively.

Your participation in this important day for Southern Illinois University is appreciated.

Delyte W. Morris
President

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

June 19, 1959

S P E C I A L B U L L E T I N T O T H E F A C U L T Y A N D S T A F F

BOILER PLANT DOWN

It is necessary that the Physical Plant shut off the steam August 15 to August 31, 1959. There will be no steam or hot water during this period.

Steam will be available throughout campus by afternoon of September 1959.

W.A. Howe, Director
Physical Plant Department

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

June 23, 1959

SPECIAL BULLETIN TO THE FACULTY

REPAIR OF CAMPUS PARKING LOTS

This is to bring to the attention of the faculty and staff of the repair and maintenance program of the campus parking lots between June 23 and July 2.

Work will be in progress at the times noted below, and it is requested that other areas be used during these periods:

1st Closing	Lots 11 and 12 - areas East of railroad tracks	June 23, 24
2nd Closing	Lot 3 - corner of Illinois and Grand Avenues	June 25, 26
	Lot 8 - Northeast corner of Illinois and Harwood Avenues	June 25, 26
	Lot 9 - Southeast corner of Illinois and Harwood Avenues	June 25, 26
	Lot 10 - South side of Harwood, next to Personnel Office	June 25, 26
	Lot 18 - Thompson Point lot South of Campus Drive	June 25, 26
3rd Closing	Lot 13 - next to the West stands of the Stadium	June 29, 30
	Lot 4 - Thompson Point lot North of Campus Drive	June 29, 30
4th Closing	Lot 1 - South of Chautauqua Street between Forest and Lake Streets	July 1, 2
	Lot 19 - North of Chautauqua Street, East of Lake Street	July 1, 2
	Lot 14 - Southeast corner of Thompson Street and Physical Plant road	July 1, 2

George H. Hand
Vice President
for Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

July 1, 1959

SPECIAL BULLETIN TO ALL FISCAL OFFICERS

STATE PROPERTY CONTROL ACT

The State Property Control Act was enacted to provide a means of control over the property of the State of Illinois and its various agencies and institutions.

Under this Act the President, as administrative head of Southern Illinois University, is responsible for the property of the University. Each department head or fiscal officer has, in turn, been assigned the responsibility for custodianship and accounting for the equipment of his department. The Chief Accountant has the responsibility of maintaining the records and of reporting additions and deletions from inventory.

The law requires the Department of Finance to make periodic audits of the condition of the inventory of the several state agencies. Such an audit is scheduled to be made at Southern Illinois University sometime during August of this year.

It is, therefore, imperative to have all equipment accounted for and properly tagged. In the last audit, it was found that many items of equipment were missing. Such items should have been so reported to the Chief Accountant and removed from inventory. Other items were not located in the departments to which they were charged. Such items should be transferred to the appropriate department or, if on loan, a record should be maintained in the inventory files of both the borrower and the lender. Other instances were found where the equipment no longer had an inventory tag. In such cases, the office of the Chief Accountant should be notified so that the decal may be replaced. The same office will furnish you with the necessary forms to report changes in your inventory, as well as forms that you may use to reflect the loan of equipment.

Will each of you make a special effort to have your department's inventory current and complete?

Delyte W. Morris
President

Secretary to Faculty

2011-12-10 10:40

001899 000000 000 00 00000000 0000

*University Retirement System
File*

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

July 20, 1959

SPECIAL BULLETIN

To: All Participants of the University Retirement System

The following communication reviewing the amendments to the University Retirement System, which became effective with Governor Stratton's approval on July 15, has just been received from Mr. Edward S. Gibala, Secretary of the System:

"On July 15, 1959, the Governor approved Senate Bills 151 and 152 which added a monthly survivors insurance program to the schedule of benefits under the University Retirement System, increased the maximum retirement annuity, changed the employee contribution rate and made many administrative and clarifying changes in the Retirement Act. This legislation became effective July 15, 1959, the date the Governor signed the Bills; however, the additional survivors insurance contribution of 1% on annual earnings up to \$8,000 per calendar year will apply to earnings for employment on and after August 1, 1959. The new changes are applicable only to persons who are Participating Employees on or after the effective date of the amendments. This includes active employees, disabled employees, persons on leave with pay and those on leave without pay who make contributions during such leave.

"Following is a summary of the revised schedule of benefits and other provisions and comments regarding desirable changes in administrative procedures which may be necessary because of the amendments:

I. SURVIVORS INSURANCE

A. Service requirements for eligibility

Survivors benefits are payable under the following circumstances:

1. Upon death of an employee with $1\frac{1}{2}$ years or more of service, or
2. Upon death of a former employee who has 10 or more years of service, or
3. Upon death of a retired employee if his retirement occurs after the effective date of this amendment.

171711:187321

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

B. Benefits payable to survivors

The following monthly survivors annuity benefits are payable in addition to a lump sum payment of \$1000 from employer contributions. If the employee dies before retirement, his beneficiary will also receive a death benefit equal to the employee's normal contributions improved with interest. (See Section II.)

Final Rate of Earnings, a term used below, means the average earnings of the employee during the period of the 5 consecutive fiscal years in which his earnings were the highest, or if the employee has fewer than 5 fiscal years of consecutive service, the average during his entire period of service.

1. To a widow or dependent widower - 30% of the employee's Final Rate of Earnings is payable when the widow or dependent widower attains age 55. (Maximum \$200 per month.) This annuity is also payable prior to attainment of age 55 if a dependent unmarried child under age 18 survives.
2. To dependent unmarried children under age 18 - 30% of Final Rate of Earnings for 1 child, 50% for 2 children, 70% for 3 children and 80% for 4 or more children. (Maximum total monthly benefit, \$250 per month.)
3. To dependent parents - 30% of Final Rate of Earnings for 1 parent, 50% for 2 parents. (Maximum total monthly benefit, \$200 per month.)

C. Minimum and maximum survivors annuity

1. The minimum survivors annuity to each beneficiary is \$30 per month, subject to the maximum set forth below.
2. The maximum total survivors annuity is the lesser of (a) 80% of Final Rate of Earnings or (b) \$200 per month if no dependent unmarried children under age 18 survive, or \$250 per month if a dependent unmarried child under age 18 is entitled to a survivors annuity. In addition, if the participant dies after retirement or after termination of his employment, the total survivors annuity may not exceed 80% of the retirement annuity being paid or which would have been paid to him at age 60 based upon his service credits at the time of his death.

D. Illustration of monthly benefits payable:

<u>Monthly Final Rate of Earnings</u>	<u>Widow, Dependent Husband or Depend- ent Parent (30%)</u>	<u>Widow and 1 Child (60%)</u>	<u>Widow and 2 or more Children (80%)*</u>
\$100	\$ 30	\$ 60	\$ 80
200	60	120	160
300	90	180	240
400	120	240	250*
500	150	250*	250*
600	180	250*	250*
666.67	200*	250*	250*
*Maximum			

E. Survivors insurance contributions by the employees

An additional 1% must be deducted on earnings covering employment on and after August 1, 1959, but such additional contributions shall not exceed \$80 during any calendar year. Therefore, the new contribution rate will be 7% of the first \$8000 earnings during the calendar year plus 6% on the excess. It was suggested that the \$80 limitation on survivors insurance contributions be based upon the calendar year rather than the Retirement System fiscal year because most of the institutions now cumulate earnings on a calendar year basis for the purpose of issuing Treasury Department W2 forms.

F. Refund of survivors insurance contributions

Full refund of the survivors insurance contributions without interest will be made if the employee withdraws from the Retirement System. Full refund without interest will also be made if the participant does not have a qualified beneficiary at the time of his death or retirement. If, at the time retirement annuity benefits begin, the participant has a beneficiary who could qualify for survivors insurance benefits, no refund will be payable even though his qualified beneficiary should predecease him.

G. Election of Reversionary Annuity

Under the revised Retirement Act, an employee will still be premitted to elect to receive a reduced retirement annuity in order to provide a dependent beneficiary with a monthly income in addition to that which will automatically be payable to qualified beneficiaries under the survivors insurance program. However, such election will not be effective until the employee retires, and the additional income to the beneficiary will not be payable unless the employee dies after retirement.

The Retirement System will contact each person who has filed an election to accept a reduced retirement annuity in order to determine whether he wishes to revoke or revise his election because of the addition of the survivors insurance program. Under the revised Retirement Act a person may revoke such election on or before July 1, 1960 even though he is scheduled to retire within 2 years after the date the revocation is filed. After July 1, 1960, no election may be revoked within the 2 year period immediately preceding retirement.

II. DEATH BENEFITS

A. Death benefits payable when death occurs before retirement and the employee dies before qualifying for survivors insurance protection or does not have a beneficiary who can qualify for survivors insurance benefits.

1. A dependent beneficiary is entitled to the sum of (a) an amount equal to the employee's average annual earnings during the high five consecutive years but not less than \$2000 nor more than \$5000, (b) the employee's normal retirement contributions improved with interest and (c) the survivors insurance contributions.
2. A non-dependent beneficiary is entitled to the sum of (a) \$1000, (b) the employee's normal retirement contributions improved with interest and (c) the survivors insurance contributions.

B. Death benefits payable when death occurs before retirement and the employee has a dependent beneficiary who can qualify for survivors insurance benefits.

1. If the dependent beneficiary elects to receive the monthly survivors insurance benefits and the \$1000 payment described in Section I, he will also be entitled to a death benefit equal to the sum of the employee's normal contributions improved with interest. (Normal retirement contributions do not include the survivors insurance contributions.)
2. If the dependent beneficiary waives his right to the survivors benefits described in Section I, he will be entitled to the death benefit equal to the sum of (a) an amount equal to the employee's average annual earnings during the high five consecutive fiscal years but not less than \$2000 nor more than \$5000 and (b) the employee's normal retirement contributions improved with interest.

The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the American Telephone and Telegraph Company, for the year ending December 31, 1911.

AT&T 1911

1. Finance Committee: Mr. J. P. Morgan, Chairman; Mr. C. D. Smith, Mr. W. B. Ewing, Mr. J. D. Rockefeller, Mr. J. C. Carter, Mr. J. H. Morgan, Mr. J. B. Morgan, Mr. J. F. Morgan, Mr. J. G. Morgan, Mr. J. K. Morgan, Mr. J. L. Morgan, Mr. J. M. Morgan, Mr. J. N. Morgan, Mr. J. O. Morgan, Mr. J. P. Morgan, Mr. J. Q. Morgan, Mr. J. R. Morgan, Mr. J. S. Morgan, Mr. J. T. Morgan, Mr. J. U. Morgan, Mr. J. V. Morgan, Mr. J. W. Morgan, Mr. J. X. Morgan, Mr. J. Y. Morgan, Mr. J. Z. Morgan.

2. General Management Committee: Mr. J. P. Morgan, Chairman; Mr. C. D. Smith, Mr. W. B. Ewing, Mr. J. D. Rockefeller, Mr. J. C. Carter, Mr. J. H. Morgan, Mr. J. B. Morgan, Mr. J. F. Morgan, Mr. J. G. Morgan, Mr. J. K. Morgan, Mr. J. L. Morgan, Mr. J. M. Morgan, Mr. J. N. Morgan, Mr. J. O. Morgan, Mr. J. P. Morgan, Mr. J. Q. Morgan, Mr. J. R. Morgan, Mr. J. S. Morgan, Mr. J. T. Morgan, Mr. J. U. Morgan, Mr. J. V. Morgan, Mr. J. W. Morgan, Mr. J. X. Morgan, Mr. J. Y. Morgan, Mr. J. Z. Morgan.

3. Legal Committee: Mr. J. P. Morgan, Chairman; Mr. C. D. Smith, Mr. W. B. Ewing, Mr. J. D. Rockefeller, Mr. J. C. Carter, Mr. J. H. Morgan, Mr. J. B. Morgan, Mr. J. F. Morgan, Mr. J. G. Morgan, Mr. J. K. Morgan, Mr. J. L. Morgan, Mr. J. M. Morgan, Mr. J. N. Morgan, Mr. J. O. Morgan, Mr. J. P. Morgan, Mr. J. Q. Morgan, Mr. J. R. Morgan, Mr. J. S. Morgan, Mr. J. T. Morgan, Mr. J. U. Morgan, Mr. J. V. Morgan, Mr. J. W. Morgan, Mr. J. X. Morgan, Mr. J. Y. Morgan, Mr. J. Z. Morgan.

4. Engineering Committee: Mr. J. P. Morgan, Chairman; Mr. C. D. Smith, Mr. W. B. Ewing, Mr. J. D. Rockefeller, Mr. J. C. Carter, Mr. J. H. Morgan, Mr. J. B. Morgan, Mr. J. F. Morgan, Mr. J. G. Morgan, Mr. J. K. Morgan, Mr. J. L. Morgan, Mr. J. M. Morgan, Mr. J. N. Morgan, Mr. J. O. Morgan, Mr. J. P. Morgan, Mr. J. Q. Morgan, Mr. J. R. Morgan, Mr. J. S. Morgan, Mr. J. T. Morgan, Mr. J. U. Morgan, Mr. J. V. Morgan, Mr. J. W. Morgan, Mr. J. X. Morgan, Mr. J. Y. Morgan, Mr. J. Z. Morgan.

5. Sales Committee: Mr. J. P. Morgan, Chairman; Mr. C. D. Smith, Mr. W. B. Ewing, Mr. J. D. Rockefeller, Mr. J. C. Carter, Mr. J. H. Morgan, Mr. J. B. Morgan, Mr. J. F. Morgan, Mr. J. G. Morgan, Mr. J. K. Morgan, Mr. J. L. Morgan, Mr. J. M. Morgan, Mr. J. N. Morgan, Mr. J. O. Morgan, Mr. J. P. Morgan, Mr. J. Q. Morgan, Mr. J. R. Morgan, Mr. J. S. Morgan, Mr. J. T. Morgan, Mr. J. U. Morgan, Mr. J. V. Morgan, Mr. J. W. Morgan, Mr. J. X. Morgan, Mr. J. Y. Morgan, Mr. J. Z. Morgan.

6. Labor Committee: Mr. J. P. Morgan, Chairman; Mr. C. D. Smith, Mr. W. B. Ewing, Mr. J. D. Rockefeller, Mr. J. C. Carter, Mr. J. H. Morgan, Mr. J. B. Morgan, Mr. J. F. Morgan, Mr. J. G. Morgan, Mr. J. K. Morgan, Mr. J. L. Morgan, Mr. J. M. Morgan, Mr. J. N. Morgan, Mr. J. O. Morgan, Mr. J. P. Morgan, Mr. J. Q. Morgan, Mr. J. R. Morgan, Mr. J. S. Morgan, Mr. J. T. Morgan, Mr. J. U. Morgan, Mr. J. V. Morgan, Mr. J. W. Morgan, Mr. J. X. Morgan, Mr. J. Y. Morgan, Mr. J. Z. Morgan.

C. Death benefits when death occurs after retirement

1. If the monthly survivors insurance benefits and the \$1000 lump sum payment described in Section I are payable to a beneficiary of a retired employee, the beneficiary will not be entitled to any additional payments under the death benefit provisions of the Retirement Act.
2. If the monthly survivors insurance benefits and the \$1000 lump sum payment described in Section I are not payable to a beneficiary of a retired employee, the death benefit will generally be equal to whichever of the following is the greater:
 - (a) the employees's contributions and interest at the time of retirement, less the total of the monthly pension payments made by the Retirement System prior to his death, or
 - (b) \$500. (In some instances, beneficiaries of persons with long periods of service prior to September 1, 1941 may qualify for slightly greater death benefits.)

D. Service requirements for eligibility for death benefits

1. The death benefit protection described above is available to all employees immediately upon being certified as a member of the Retirement System. Under the previous Act, protection to employees with medical defects was limited during the first five years of service.

E. Method of payment of the death benefit

1. If a beneficiary has an option to select a lump-sum or a life-income settlement of a death benefit, and she chooses a life-income settlement, she will be permitted to revoke her election and receive the balance of the death benefit in a lump sum, provided her request is received within one year after the death of the employee. (This privilege does not extend to the beneficiary if the employee directed that payment be made as a life income.)

III. RETIREMENT ANNUITIES

A. Retirement eligibility requirements and formula for determining retirement benefits

1. The age requirements to qualify for retirement benefits have not been changed by the new legislation. A participant may begin drawing his retirement annuity after

attainment of age 60 as a matter of right and between ages 55 and 60 with the approval of his employer and the Retirement Board. A participant must retire by September 1, following his 68th birthday, unless deferment on a year-to-year basis is approved by his employer.

2. The service requirements and formulas for determining benefits have also remained the same as under the previous Retirement Act. In general, a person with 10 or more years of service after September 1, 1941 is entitled on or after age 60, to an annuity of $1\frac{2}{3}\%$ of final rate of earnings for each year of service, subject to a maximum of 60% of such earnings. Final rate of earnings is defined as the average earnings during the period of the five consecutive fiscal years in which they were the highest. If a person begins drawing his retirement annuity prior to age 60, his annuity is reduced 6% for each year of retirement prior to that age. (Persons with service prior to September 1, 1941 may qualify at age 65 for a more liberal retirement formula; however, the maximum annuity under this special formula is 50% of final rate of earnings.)

B. Maximum retirement annuity

1. The dollar maximum retirement annuity, which under the previous Act was \$4500 per year (\$6000 to presidents), has been increased to the amounts shown in the following schedule:

<u>Fiscal Year of Retirement</u> (September through August)	<u>Dollar Maximum</u>
1959-60.....	\$7200
1960-61.....	7700
1961-62.....	8200
1962-63.....	8700
1963-64.....	9200
1964-65.....	9700
September 1, 1965 and thereafter.....	No limit

The proposal to increase the percentage maximum from 60% to 70% of final rate of earnings was disapproved by the Pension Laws Commission and deleted from the legislative program.

IV. DISABILITY BENEFITS

A. Service requirements for eligibility

1. All employees are entitled to immediate protection for accidental disability and protection after completion of two years of service for disability resulting from illness. This is a substitute for the previous provisions which required that the Retirement Board deny disability benefits during the first five years of service if the disability was a result of a mental or physical condition which existed at the time employment began.

B. Employment during disability

1. Disability benefits must be reduced by the excess of earnings over the disability benefit payable. This proposal permits a disabled employee to receive compensation plus disability benefits, the total of which would be equal to his rate of earnings immediately preceding his disability. Under the previous Act, disability benefit payments were suspended when a disabled employee earned more than the disability benefit.

C. Crediting of retirement contributions during disability

1. The Retirement System will no longer credit the account of the employee with retirement contributions during the period that he is disabled. However, the disabled employee will continue to receive service credit for the purpose of calculating his retirement annuity, and he will receive the death benefit and survivors insurance protection provided by the Retirement Act.

D. Reciprocity for disability benefit purposes

1. Reciprocity for disability benefit purposes among the State Employees' Retirement System, State Teachers' Retirement System, and the University Retirement System, will be restored if similar legislation is approved by the other 2 State systems which were covered by the Reciprocal Act.

E. Amount of disability benefit

1. Disability benefits will continue to be 50% of current salary. The maximum disability benefit is determined by the maximum retirement annuity which is applicable when the person becomes disabled. Therefore, the maximum disability benefit has been increased from \$4500 per year to the following amounts:

<u>Fiscal Year of Retirement</u> (September through August)	<u>Maximum</u>
1959-60.....	\$7200
1960-61.....	7700
1961-62.....	8200
1962-63.....	8700
1963-64.....	9200
1964-65.....	9700
September 1, 1965 and thereafter.....	No limit

V. PARTICIPATION IN THE RETIREMENT SYSTEM

A. Eligibility for membership in the Retirement System

1. A person under age 58 at the time of employment is required to become a participant after one year of permanent or full-time and continuous employment. If he is employed on a permanent and continuous basis he may elect to become a participant during the first year of employment by filing a notice of election with his employer. Persons employed after age 58 are not permitted to participate. These general eligibility requirements are the same as those which were in effect prior to approval of the new legislation. Exceptions to these general rules are as follows:
 - (a) An employee receiving a retirement annuity from the University Retirement System or an employee who contributes to the Federal Civil Service System on earnings paid by an employer covered by the University Retirement System is not permitted to participate in the University Retirement System even though he is under age 58 at the time he is employed.
 - (b) A person employed after age 58 on a permanent or full-time basis is eligible to participate in accordance with the above general rules if he has credits in the State Employees' Retirement System, the State Teachers' Retirement System, the Chicago Teachers' Pension and Retirement Fund, the General Assembly Retirement System or the Judges Retirement System. However, such person who is employed after age 58 is not eligible for disability benefit protection or death benefits from employer contributions.
 - (c) If a person from one of the institutions covered by this System resigns but is reemployed after age 58, he is permitted to resume participation in this System only if he had left his retirement contributions on deposit. If a person accepts a refund of his retirement contributions, he is treated as a new employee upon reemployment as far as eligibility for participation in the Retirement System is concerned.

B. Eligibility for continued protection under the Retirement System

1. Persons on lay-off status are entitled to service credit and other retirement benefit protection for 100 days following the beginning date of the lay-off. Consequently, in cases of lay-offs, it is important that the offices issuing termination notices, insert the word, "lay-off" or a similar

notation on the REPORT OF TERMINATION OF EMPLOYMENT. A final termination report should be issued when the employee resigns or is discharged.

2. Under the Act in effect prior to approval of this legislation, once a person was certified as a participant, he was required to continue his contributions to the Retirement System despite any change in the character of his employment from permanent and continuous or full-time and continuous to intermittent or part-time temporary. Under the revised Retirement Act a participant must remain on permanent and continuous (may include part-time), or full-time and continuous employment in order to be eligible to continue to contribute to the University Retirement System. Therefore, when the character of employment is changed to intermittent or part-time temporary, deductions for retirement contributions should cease and a REPORT OF TERMINATION OF EMPLOYMENT should be issued.

C. Participation during a leave of absence without pay

1. An employee's contributions and protection during a leave of absence without pay will be based upon his rate of earnings on the date his leave begins instead of the rate immediately preceding his leave.

VI. SERVICE CREDITS

A. Computation of service credits

1. Service credits shall be granted in accordance with the following schedule:

15 or more days	=	one month
less than 3 months	=	1/4 year
3 to 6 months	=	1/2 year
6 to 9 months	=	3/4 year
9 to 12 months	=	1 year

(Under the previous Act a person must have been employed for 12 months to receive a full year of credit; however, academic employees were generally considered as being employed during the entire year even if they did not teach during the summer.)

2. If a persons is employed at one-half time or less for a period of more than 3 years after September 1, 1959, service credit for such employment in excess of 3 years shall be granted in the proportion that the time employed during this period bears to the time employed during the period on which

his final rate of earnings is based. This provision is intended to prevent excessive retirement benefit payments to a person who is employed for many years at one-half time or less, and who later accepts full-time employment. This adjustment will not be made in determining eligibility for benefits under the System but will be made in determining the amount of the benefit payable.

The Act requires that the percentage of time employed shall be determined by the employer and the employer shall notify the Retirement Board of any appointment or employment of a participant at $\frac{1}{2}$ time or less.

B. Service credit for employment prior to certification as a member of the Retirement System

1. An employee is entitled to receive service credit for all periods of full-time and continuous employment preceding the date he was certified as a member of the System if he pays contributions and interest covering this employment. (The previous Act permitted an employee to receive service credit only for that period of employment which immediately preceded the date he became a member of the System.)

C. Reinstatement of service credits forfeited by acceptance of a refund of contributions

1. An employee is permitted to reinstate credits which he forfeited if he is re-employed and contributes to the System for a period of at least two years. (The previous Act permitted a person to reinstate after he had contributed for at least three years.)

VII. REFUND OF RETIREMENT CONTRIBUTIONS

A. Refunds during periods of lay-off or leave of absence

1. A participant may not receive a refund of his retirement contributions if he is on a leave of absence or lay-off status.

VIII. LIBERALIZATION OF INVESTMENT AUTHORITY

Under the previous Act the University Retirement System was required to invest at least 40% of its funds in United States or local government obligations. This restriction is no longer applicable.

"The Retirement System will publish and distribute to all employees a revised handbook which will describe in detail the current schedule of benefits and provisions under the University Retirement System. We will welcome

invitations to come to your campus to explain the changes at meetings of your faculty and staff and to conduct individual conferences on retirement problems of your employees.

Very truly yours,

/s/ Edward S. Gibala

Edward S. Gibala
Secretary"

George H. Hand
Vice President for
Business Affairs

Charles D. Tenney
Vice President for
Instruction

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

July 30, 1959

SPECIAL BULLETIN TO THE FACULTY

FINAL EXAMINATION SCHEDULE FOR SUMMER, 1959

(PLEASE ANNOUNCE THE TIME OF EXAMINATION TO YOUR CLASS)

Wednesday, August 12

7:30 classes (3, 4, 5-credit hour classes)	7:30 - 9:30
7:30 classes (1, 2-credit hour classes)	9:40 -10:40
10:20 classes (3, 4, 5-credit hour classes).	10:50 -12:50
10:20 classes (1, 2-credit hour classes)	1:00 - 2:00
1:10 classes (3, 4, 5-credit hour classes)	2:10 - 4:10
1:10 classes (1, 2-credit hour classes)	4:20 - 5:20

Thursday, August 13

8:55 classes (3, 4, 5-credit hour classes)	7:30 - 9:30
8:55 classes (1, 2-credit hour classes)	9:40 -10:40
11:45 classes (3, 4, 5-credit hour classes)	10:50 -12:50
11:45 classes (1, 2-credit hour classes)	1:00 - 2:00
2:35 classes (3, 4, 5-credit hour classes)	2:10 - 4:10
2:35 classes (1, 2-credit hour classes)	4:20 - 5:20

In case more than one class meets in a room at a given period, the one meeting three or more days a week should have priority on the room for the final examination. Any instructor without a room for a particular class should check with the Registration Center in the Registrar's Office for assignment.

A student who must miss the final examination when scheduled may not take an examination before the one scheduled for the class. In this case, "W," followed by the tentative grade with an "8" indicating the number of weeks attended, should be recorded by the instructor. The final examination may be given at a later date within one year.

In keeping with the official Scheduling Policy for Final Examinations, no provision is made for departmental examination periods during the Summer Session.

Note should be taken of the above dates. Friday, August 14, the last day of the Summer Session is to be free of examinations in accordance with the Scheduling Policy for Final Examinations as recommended by the University Council, approved on May 23, 1957, and which became effective September, 1957. The portion of the Policy which applies to summer sessions is as follows:

During the summer session of eight weeks, the final examination schedule is to include two days and the final day of the summer session is not to be used for final examinations. Other principles to be followed in establishing the final examination schedule for the summer session of eight weeks are:

- a. Departmental examination periods are not to be set aside.
- b. The final examination for a course section will be scheduled according to the hour at which the class normally begins. A two-hour examination period will be scheduled for courses with three or more credit hours. A one-hour examination period will be scheduled for courses with less than three credit hours.

Charles D. Tenney
Vice-President for
Instruction

THE
[Faint, illegible text block]

[Faint, illegible text block]

[Faint, illegible text block]

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

August 29, 1959

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

ELECTRICAL INTERRUPTION

In order to connect into the main electric power service line for the Family Housing Project, there will be an electric power interruption on Tuesday morning, September 1, and on Wednesday morning, September 2, from 4:00 to 4:30 a.m.

Your cooperation during this period will be appreciated.

George H. Hand
Vice President
for Business Affairs

See *Deke*

about this

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

September 4, 1959

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

ELECTRICAL INTERRUPTION

There will be an interruption of electrical power to those campus buildings serviced by the transformers located east of the Industrial Education shops on Tuesday morning, September 8, from 8:00 a.m. to 9:00 a.m. providing we have no rain. If there is rain Tuesday morning, the interruption will be from 8:00 a.m. to 9:00 a.m. on Wednesday morning, September 9.

Those buildings affected are located South of Harwood Street and East of Thompson Street, not including the Physical Plant area.

We will appreciate your cooperation during this period.

George H. Hand
Vice President
for Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

November 19, 1959

SPECIAL BULLETIN TO FACULTY AND STAFF

CHANGE IN BUSINESS AFFAIRS OFFICE

Sometime ago, Professor George H. Hand, Vice President for Business Affairs, requested a reassignment to the Chairmanship of our new Department of Higher Education. His reassignment was approved effective at the beginning of the current school year, but it was not possible at that time to relieve him completely of his duties as Vice President. He has therefore for several months been carrying a double load.

A temporary arrangement has now been worked out whereby Professor Hand can give full time to the Department of Higher Education. Mr. John S. Rendleman, Assistant to the President, will for the time being assume Professor Hand's responsibilities. Beginning Monday, November 23, all matters which would ordinarily be referred to Professor Hand should be directed to Mr. Rendleman. This arrangement will continue until further notice.

Your cooperation with Mr. Rendleman in this interim situation will be greatly appreciated.

Delyte W. Morris
President

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

November 24, 1959

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

Friday, November 27, is listed as a school holiday. Accordingly, offices on the campus should have a skeleton staff available. Time taken off by other members of the office should be computed as such either by allocation to vacation or as against accumulated overtime.

In the event of employees on prevailing rates, their time, if taken off, shall be deducted.

Charles D. Tenney
Vice-President for
Instruction

Put in Bulletin

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

December 14, 1959

SPECIAL BULLETIN TO THE FACULTY

ANNUAL PERSONAL REPORT

The annual report forms for the faculty members on continuing appointments are being placed in the mail boxes this week. They should be filled in as described on the forms and returned to the President's Office before January 19, 1960. These forms cover the activities of the calendar year 1959 only.

All members of the faculty-administrative staff on continuing appointments and with the rank of instructor or above should fill out these forms because of their use in evaluations for increases in salary and rank. A statement about the importance and use of these forms appeared in the General Bulletin to the Faculty under date of January 7, 1952. Members of the staff not on continuing appointment may request forms from the President's Office and fill them out at their own option.

Charles D. Tenney
Vice-President for
Instruction

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

January 7, 1960

SPECIAL BULLETIN TO THE FACULTY

The University Architect is presently engaged in compiling a current inventory of space either owned or leased by the University and its utilization. In planning our future acquisition program and assigning space, it would be desirable to have at the earliest possible time a current estimate of the space requirements for the remainder of the current academic year, the academic year 1960-61, and the academic year 1961-62. Such estimate would enable the operational vice president, when he assumes his duties as of February 1, to evaluate the extent of the University's needs.

Would you, therefore, please prepare and submit a statement on your space needs, listing present inadequate space, unusable space, and additional space needs for the periods listed above. If the request is for additional classroom or instructional space, the request should be forwarded to the Registrar's Office, which will in turn submit it to this office. If the request is for additional research space, the request should be channeled through the Graduate School. If the request is for office or related service space, the request should be sent directly to this office.

John S. Rendleman
Assistant to the President

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

February 2, 1960

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

Recent discussions regarding the scheduling of University buildings and facilities have called attention to the need for a reiteration of a portion of our scheduling policy. All University facilities scheduled for other than class or office use must be scheduled with the Secretary of the Faculty. If the event involves the sponsorship of academic departments, the Division of University Extension will handle the scheduling. If the event involves groups from outside the campus, the Area Services division will handle the scheduling. If the event is one for students, the Activities division of the Office of Student Affairs will handle the scheduling.

The Police Department and Janitorial Service of the Physical Plant have been instructed not to permit entry to buildings for meetings or events which have not been preceded by proper scheduling. It is important that those groups wishing to use University facilities make proper clearance at the offices above designated.

John E. Grinnell
Vice President for
Operation

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

February 2, 1960

SPECIAL BULLETIN TO THE FACULTY

Recent discussions regarding the scheduling of University buildings and facilities have called attention to the need for a reiteration of a portion of our scheduling policy. All University facilities scheduled for other than class or office use must be scheduled with the Secretary of the Faculty. If the event involves the sponsorship of academic departments, the Division of University Extension will handle the scheduling. If the event involves groups from outside the campus, the Area Services division will handle the scheduling. If the event is one for students, the Activities division of the Office of Student Affairs will handle the scheduling.

The Police Department and Janitorial Service of the Physical Plant have been instructed not to permit entry to buildings for meetings or events which have not been preceded by proper scheduling. It is important that those groups wishing to use University facilities make proper clearance at the offices above designated.

John E. Grinnell
Vice President for
Operation

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

February 4, 1960

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

GENERAL FACULTY MEETING

A general meeting of the University Faculty will be held in University School Auditorium at four o'clock Wednesday afternoon, February 10, 1960.

The chief item for the agenda will be President Morris's presentation of certain problems of the current reorganization as they affect the staff.

Charles D. Tenney
Vice-President for
Instruction

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

February 8, 1960

SPECIAL BULLETIN TO THE STAFF OF THE UNIVERSITY

INTERIM UNIVERSITY ORGANIZATION

Quite naturally, numerous questions have arisen concerning the responsibilities of various University agencies under the new organization. It is obvious that new definitions are needed for channels of communication, for lines of responsibility, for working procedures, and for methods of cooperation and coordination, so that the University's resources can most effectively be used to support the University's total program. To settle all these questions will require intensive consideration and discussion in the weeks ahead. Meanwhile, a temporary working arrangement is required.

At the January 22, 1960, meeting of the Board of Trustees, the University Statutes were amended to permit redelegation of administrative responsibilities during the period that lies ahead. In order to free the time of the President's Office for careful examination of working relationships, for adequate consultation with the interested parties (including the Faculty Procedures Committee), and for the preparation of definitive amendments to the Statutes, an interim operating basis is herewith provided. The patience, understanding, and good will not only of the University officials most directly affected by the new organization, but also of the entire staff, are solicited during this transitional period.

The following delegations of administrative responsibility are effective immediately and will stand until further notice:

1. Those departments, agencies, and budget accounts presently responsible to the Vice-President for the Southwestern Campus shall continue in this relationship, except as modified by the other delegations in this statement.
2. During a period of further study, the Area Services Division shall be responsible to the President.
3. During a period of further study, the Little Grassy Lake Campus shall continue to be the responsibility of the Administrative Assistant to the President, Mr. Kenneth R. Miller.
4. The Secretary of the University Faculty shall be responsible to the President's Office.
5. The External Audit shall be handled by the President's Office, as well as certain aspects of Internal Audit as defined by subsequent deliberations.
6. General Publications shall be responsible to the President's Office and shall serve all segments of the University.
7. All Institutional Research budgets shall be administered by the President's Office.
8. The Permanent Improvements Budget shall be administered by the President's Office.

9. The budget for Major Repairs shall be administered by the President's Office.
10. The budget of General Allocation for Equipment shall be administered by the President's Office.
11. The General Instruction Budget shall be reallocated, with one account administered by the President's Office, another by the Vice-President for the Carbondale Campus.
12. The General Library shall be responsible to the Vice-President for the Carbondale Campus or his representative, but shall have responsibilities for both campuses with these responsibilities to be defined in subsequent deliberations.
13. The Graduate School shall be responsible to the Vice-President for the Carbondale Campus or his representative, but shall be responsible for the graduate programs on both campuses.
14. The School of Agriculture and its departments, the School of Applied Science and its departments, the School of Business and its departments, the School of Communications and its departments, the College of Education and its departments, the School of Fine Arts and its departments, the School of Home Economics and its departments, and the College of Liberal Arts and Sciences and its departments shall be responsible to the Vice-President for the Carbondale Campus or his representative.
15. The Division of Technical and Adult Education shall be responsible to the Vice-President for the Carbondale Campus or his representative, but shall be responsible for both campuses.
16. The Division of Extension of the University shall be responsible to the Vice-President for the Carbondale Campus, but shall be responsible for the total extension program of the University.
17. The Community Development Institute, the Labor Institute, the Latin-American Institute, the Rehabilitation Institute, and the Small Business Institute shall be responsible to the Vice-President for the Carbondale Campus.
18. The Air Force R.O.T.C. shall be responsible to the Vice-President for the Carbondale Campus or his representative.
19. The Department of Nursing shall be responsible to the Vice-President for the Carbondale Campus or his representative, but shall have a responsibility to both campuses.
20. The Clinical Center shall be responsible to the Vice-President for the Carbondale Campus or his delegated representative.
21. The Registrar and the Office of Admissions of the Carbondale Campus shall be responsible to the Vice-President for the Carbondale Campus or his representative.
22. Academic Advisement at Carbondale shall be responsible to the Vice-President for the Carbondale Campus or his delegated representative.
23. The Museum shall be responsible to the Vice-President for the Carbondale Campus or his representative, but shall have responsibility for both campuses.

24. The University Press shall be responsible to the Vice-President for the Carbondale Campus, but shall serve both campuses.
25. The Computing Center shall be responsible to the Vice-President for the Carbondale Campus or his representative.
26. Film Production shall be responsible to the Vice-President for the Carbondale Campus or his delegated representative, but shall serve both campuses.
27. The Statistical Service shall be responsible to the Vice-President for the Carbondale Campus or his representative.
28. The Special Meetings Budget shall be administered by the Vice-President for the Carbondale Campus or his delegated representative.
29. The Carbondale Director of Student Affairs, his office, and those agencies under his supervision shall be responsible to the Vice-President for the Carbondale Campus.
30. The Health Service shall be responsible to the Vice-President for the Carbondale Campus or his representative.
31. The Carbondale Personnel Office shall be responsible to the Vice-President for the Carbondale Campus or his representative, but its services shall be available, when requested, to the Southwestern Campus.
32. The Carbondale Business Manager and offices operating under his supervision shall be responsible to the Vice-President for the Carbondale Campus or his representative.
33. The Surplus Property Agency shall continue to be attached to the Carbondale Business Office but shall have the responsibility for the acquisition of surplus property for both campuses.
34. Auxiliary Enterprises, which operate on the Carbondale campus, shall be responsible to the Vice-President for the Carbondale Campus or his delegated representative.
35. The Director of the Physical Plant and the various departments and agencies operating under his supervision shall be responsible to the Vice-President for the Carbondale Campus or his representative.
36. The University Architect shall be immediately responsible to the Vice-President for the Carbondale Campus or his representative, but shall have a responsibility to both campuses.
37. The Security Officer shall be primarily responsible to the Vice-President for the Carbondale Campus or his representative. He shall continue to be responsible to the Director of Student Affairs in those cases concerning students. The services of the Security Office shall be available, when requested, to the Southwestern Campus.
38. The Printing Service shall serve both campuses but shall be responsible to the Vice-President for the Carbondale Campus.

39. The General Stores expense budgeted on the Carbondale campus shall be administered by the Vice-President for the Carbondale Campus or his representative.

40. The Student Work Office shall be responsible to the Vice-President for the Carbondale Campus or his representative.

41. The Civil Defense Agency shall be responsible to the Vice-President for the Carbondale Campus or his representative.

42. The Inter-Campus Bus Expense shall be administered by the Vice-President for the Carbondale Campus or his representative.

Delyte W. Morris
President

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

February 24, 1960

SPECIAL BULLETIN TO THE FACULTY

FINAL EXAMINATION SCHEDULE FOR WINTER, 1960

Examination Schedule for Day-Time Classes

Monday, March 14

12 o'clock classes	7:50
Geography 100, 101, and 211	11:30
1 o'clock classes	1:50

Tuesday, March 15

9 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
Air Science 102 and 202 and Women's Physical Education 102, 127, and 254 ..	11:30
Speech 101 and Men's Physical Education 254	12:50
4 o'clock classes	2:00

Wednesday, March 16

11 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
English 101, 102, and Economics 315	11:30
2 o'clock classes	1:50

Thursday, March 17

8 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
Chemistry 111 and 112 and Management 372	11:30
3 o'clock classes	1:50

Friday, March 18

10 o'clock classes (except Humanities 301, Science 301, and Social Studies 301 which will meet at 10 a.m.)	7:50
Sociology 101	11:30
Make-up examination period for students whose petitions have been approved by their academic deans	1:50

Saturday, March 19

8 o'clock 3-hour classes which meet one of the class sessions on Saturday .	7:50
9 o'clock 3-hour classes which meet one of the class sessions on Saturday .	10:00
11 o'clock 3-hour classes which meet one of the class sessions on Saturday.	1:00

Classes which meet only on Saturday mornings. Examinations will start at the same time as the class sessions ordinarily start.

Examination Schedule for Evening Classes

Monday, March 14

Five-hour classes which meet during the second period (7:35 to 9:00 p.m.)
on Monday, Wednesday, and Thursday 6:00
Four, three, two, and one-hour classes which meet during the second period
(7:35 to 9:00 or 9:15 p.m.) on Monday and/or Wednesday 6:00
Classes which meet only on Monday night. Examinations will start at same
time as the class sessions ordinarily start.

Tuesday, March 15

Four, three, two, and one-hour classes which meet during the first period
(5:45 or 6:00 to 7:25 p.m.) on Tuesday and/or Thursday 6:00
Classes which meet only on Tuesday night. Examinations will start at same
time as the class sessions ordinarily start.

Wednesday, March 16

Five-hour classes which meet during the first period (6:00 to 7:25 p.m.)
on Monday, Wednesday, and Thursday 6:00
Four, three, two, and one-hour classes which meet during the first period
(5:45 or 6:00 to 7:25 p.m.) on Monday and/or Wednesday 6:00
Classes which meet only on Wednesday night. Examinations will start at same
time as the class sessions ordinarily start.

Thursday, March 17

Four, three, two, and one-hour classes which meet during the second period
(7:35 to 9:00 or 9:15 p.m.) on Tuesday and/or Thursday 6:00
Classes which meet only on Thursday night. Examinations will start at same
time as the class sessions ordinarily start.

General Examination Information

Examinations for three, four, and five-credit hour classes will begin at the hours scheduled and will run for two hours. Examinations for one and two-credit hour classes will begin two hours and ten minutes later and will run for one hour. For example, a 9-o'clock class carrying four hours of credit will have its examination from 7:50 to 9:50 a.m. on Tuesday, March 15. A 9-o'clock class carrying two hours of credit will have its examinations from 10:00 to 11:00 a.m.

A student who finds he has more than three examinations on one day may petition, and a student who has two examinations scheduled at one time should petition his academic dean for approval to take an examination during the make-up examination period on the last day. Provision for such a make-up examination period does not mean that a student may decide to miss his scheduled examination time and expect to make it up during this make-up period. This period is to be used only for a student whose petition has been approved by his dean.

A student who must miss a final examination may not take an examination before the time scheduled for the class examination. In the event a student misses a final examination and is not involved in a situation covered in the preceding paragraph, a "W", followed by the tentative grade with a "12" indicating the number of weeks attended, should be recorded on the grade report by the instructor. A "W" grade must be completed within one year of the end of the quarter involved; otherwise, it must remain as an incomplete grade.

A special note needs to be made relative to examinations for evening sections for those classes which have been granted a special time for examining all sections. As some students attending at night may not be able to attend the special examination period scheduled for the daytime, each department involved will have to arrange special examination periods for such students. This problem involves those night students who are fully employed during the day and who are taking night courses because it is the only time they are able to do so.

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the President

February 26, 1960

SPECIAL BULLETIN TO THE FACULTY

GENERAL FACULTY MEETING

There will be a meeting of the University Faculty in the University School Auditorium at four o'clock on Thursday afternoon, March 10, 1960. The discussion of the general reorganization of the University which was deferred from the last meeting will take place, and there will also be a third report to the Faculty on the progress of studies covering a revised general education program.

Delyte W. Morris
President

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

March 18, 1960

SPECIAL BULLETIN TO UNIVERSITY FACULTY MEMBERS

(Southwestern Illinois Campus)

ACTING DIVISIONAL HEADS

For the information of the members of the University Faculty on the Southwestern Illinois Campus, I attach a copy of the proposal approved by the Board of Trustees at its March 4, 1960, meeting constituting a first step toward reorganizing the educational program. This provides for the establishment of certain broad divisions under very general titles which should serve for purposes of immediate reorganization. If after study it appears that other general titles should be substituted, these possibly can be considered.

I now wish to repeat my invitation to members of the faculty to participate in the process of developing a list of prospects for the divisional headships by writing to either Vice-President See or me confidential letters setting forth their personal views on the following topics:

1. Should there be any preference as to personal factors, such as age, sex, marital status, etc.?
2. Should preference be given to (a) a person from off-campus, (b) a person from the general faculty, or (c) a person from your division? (Please indicate first, second, and third choices in answering this question).
3. If a person is selected from on the campus, what professional qualifications should be required (e.g., professor's rank, doctor's degree, so many years' experience in instruction, research, etc.)?
4. If a person is selected from off the campus, what professional qualifications should be required?
5. What persons are there now on the faculty of Southern Illinois University whom you regard as suitable for the directorship of your division?
6. What persons from other universities would be good prospects for this position?

In order to be most helpful, these letters should be sent not later than April 1, 1960. Thank you for your advice and assistance.

Delyte W. Morris
President



Southern Illinois University
Board of Trustees
March 4, 1960

PROPOSED EDUCATIONAL ORGANIZATION OF THE SOUTHWESTERN ILLINOIS CAMPUS

According to the By-Laws and Statutes of the Board of Trustees, the establishment, allocation, and abolition of colleges, schools, departments, bureaus, and other educational units and curricula and degrees is a function of the Board of Trustees (Part III, Article IV, Section 3). Hitherto, the Board's approval of the academic program of the Southwestern Illinois Campus has been general, and no schools, colleges, departments, or other units have been established there. There have been two directors, one at Alton and one at East St. Louis, in charge of the respective instructional programs for the Southwestern Illinois campuses, under the direction of the Dean of Instruction. No curricula have been developed on the Southwestern Illinois campuses, which have hitherto simply offered the courses and followed certain of the curricula already approved at Carbondale.

It now appears that a first step should be taken toward reorganizing the educational program of the University in Southwestern Illinois and toward encouraging the development of curricula appropriate to that area. Until the program can be largely transferred to the new campus near Edwardsville, it would appear to be premature to develop anything other than a provisional organization. As a result of discussions with faculty groups and with the administrators involved, it is now recommended that the directorships of the two campuses at Alton and East St. Louis be abolished at the earliest practicable time, and that six temporary divisions, each with its own temporary head, be established as follows:

1. Humanities
2. Science
3. Social Studies
4. Fine Arts
5. Education
6. Business

The procedure for filling the positions of temporary heads of the divisions shall be that set forth in Part IV, Article I, Section 1, B of the By-Laws and Statutes of the Board of Trustees.

This temporary organization should have the following advantages:

1. It should tend to unite instead of to separate the Alton and East St. Louis campuses, since the divisional arrangement will cover both.

2. It should tend to relieve Vice-President Harold See and Dean William Going of a considerable burden of detailed work, since they will be able to delegate many details to the heads of the new divisions.

3. It should provide a training ground for educational administrators so that when the time comes for a more permanent type of organization, certain members of the staff will have had an opportunity to display their abilities and to acquire administrative experience.

4. It should provide more opportunity for experimental approaches in curricular matters than would a more rigid or conventional organization. Particularly, it should encourage the development of interdisciplinary courses. Because of the rapid growth of the program, such fluidity is extremely desirable at this stage.

5. It should make possible a period of study, consultation, and planning looking toward a definitive organization.

As new courses and course sequences are developed, they will of course be subject to a central critical review (including review by outside consultants named by the President's Office), and any curricula proposed will be recommended to the Board of Trustees, in accordance with practices long in use on the Carbondale campus.

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

March 22, 1960

SPECIAL BULLETIN TO THE UNIVERSITY FACULTY

OPTIONAL METHODS OF HANDLING GENERAL DEGREE REQUIREMENTS

For the past several years, the subject of our general degree requirements has received a great deal of attention and has consumed a great deal of faculty time and energy. Especially appreciated is the work of various members of the Faculty Council over a period of years, which had the great value of disclosing to us the various alternatives and the various difficulties which confront us as we attempt to achieve an effective and vital program for providing our students with the best possible educational backgrounds. Similar but briefer studies carried on by faculty members at the Southwestern Illinois Campus have also been very much worth while. Most helpful of all, however, has been the interest of the University Faculty generally in this problem, as expressed in the numerous thoughtful letters which the President's Office has received. Additional help from the entire University Faculty is now needed so that we can bring all this work to some kind of conclusion.

In accordance with my statements at faculty meetings on March 10 and 11, 1960, the following descriptions of various methods of handling the general degree requirements are being distributed. These descriptions represent summaries of faculty opinions and the opinions of special advisors from both on-campus and off-campus. Undoubtedly, each one of the summaries leaves many questions unanswered, and undoubtedly the accompanying lists of advantages and disadvantages are incomplete. It is hoped, however, that a preferential ranking by all faculty members of these optional methods will help to crystallize opinion and give us a sufficient basis upon which to build.

We are asking all members of the faculty, regardless of their location on particular campuses, to react to these options, with a view to finding out the extent to which certain broad principles can be agreed upon before we take up the details of putting any new program into effect and to which similar approaches can be contemplated for the various campuses.

Before presenting the various options, let me list the features that would be common to all the proposed methods:

1. In every case, general degree courses would be taught by regularly appointed faculty members, who would either be members of established departments or divisions or would have the privilege of cross-appointment to them.
2. Faculty members would be selected to teach general degree courses on the basis of (a) their qualifications and (b) their interest in contributing to the students' general background. A first-rate contribution to this program should under any system receive as much recognition in terms of salary and advancement as would a first-rate contribution to specialized teaching or research or area service.



3. All general degree courses would be designed, proposed, and taught by faculty members. The role of the University administration in this program would be to receive proposals for such courses, to assign those which appear to be well-designed for general or liberal education to the appropriate faculty members, to conduct a continuing evaluation and review of such courses, and to see that those which were comparatively unsuccessful were replaced by others that showed promise of greater success. Experimentation with various kinds of courses would be encouraged, with the understanding that those which remained vital would be continued and those which failed or lost their value would be dropped.

4. To insure that the courses were designed with the general rather than the special training of the student in mind, each would be listed under such broad divisional headings as Humanities, Social Studies, or Sciences and not under the names of subject-matter specialties. They would be reviewed and evaluated by small groups of faculty members chosen because they are concerned with the students' general background, and not by curriculum committees basically more interested in courses for the training of specialists. Enough courses would be developed to give teachers an opportunity to experiment and students an opportunity for choice.

5. In accordance with the almost universal belief that the general degree requirements should now receive additional emphasis, at least forty per cent of each curriculum for the bachelor's degree would be devoted to them. This figure represents a minimum of the suggestions made by our consultants and special advisers. If the faculty members in general should feel that the figure is too low, it could be increased.

6. Any method adopted would make it possible for students (a) to take some courses in a specialized curriculum the freshman and sophomore years and (b) to take certain advanced general degree requirements the last two years. There is considerable agreement that it is better for the student to work concurrently on improving his general background and on learning his specialty than to concentrate too much at one time on either during his undergraduate years.

There follow three optional methods or schemes for developing a revitalized program of general degree requirements for the bachelor's degree. Let me repeat that the lists of "presumed" advantages and disadvantages do not represent arguments being made by the President, but merely points advanced by various faculty members and consultants. Please send me within the next fifteen days your ranking of these three options, together with any personal comments you care to make. All such comments will be regarded as confidential.

Delyte W. Morris
President

OPTION A: General Degree Requirements as a Function of the College of Liberal Arts and Sciences

1. The Dean of the College of Liberal Arts and Sciences would handle the program of general degree requirements for all bachelor's curricula or would name associate deans to direct it. Students would be advised during their freshman and sophomore years by persons named by the Liberal Arts and Sciences dean.
2. The instructional staff for general degree courses would be drawn from the various divisions, schools, and colleges, as appropriate to the courses to be taught.
3. The dean or his associates would be advised by a small committee representative not only of Liberal Arts and Sciences but also of the other divisions, schools, or colleges, with its members named by the President after consultation with all the academic deans and vice-presidents. This group would receive proposals for courses intended to serve the general student from any department or group of departments and would decide how serviceable they were as general degree requirements for all the schools and colleges. The group would periodically evaluate and review any courses accepted, so that those which were not achieving satisfactory results with the students could be eliminated and new courses could be substituted.

PRESUMED ADVANTAGES OF OPTION A:

- a. No new major organization would need to be set up for the handling of general degree courses. It has been suggested that the College of Liberal Arts and Sciences, as an existing major unit, could be made the agent for the entire University and could serve not only itself but also all the other divisions, schools, and colleges.
- b. The divisions, schools, and colleges could concentrate more on their specialized programs than they are now able to do, and could leave the general degree requirements to the College of Liberal Arts and Sciences as its responsibility.
- c. One of the chief effects of the general degree requirements is their presumed liberalizing influence, and certain faculty members believe that the College of Liberal Arts and Sciences would naturally be more concerned with this than would the other major academic units.
- d. It would not be necessary to bolster up the "status" of teachers of general degree courses, since they would already have status in recognized divisions or departments.
- e. The student would have a period of freedom in which he could explore the validity of his professional objectives and test his aptitudes.

PRESUMED DISADVANTAGES OF OPTION A:

- a. Turning the general degree requirements over to the College of Liberal Arts and Sciences would have the effect of minimizing the possible contribution which could be made by other divisions, schools, and colleges and would tend to reduce the role of instructors in physical education, health education, economics, music, art, speech, etc., in strengthening the students' general background.
- b. Some faculty members feel that the subject-matter people in the College of Liberal Arts and Sciences are perhaps just as much professionalized or specialized and are possibly no more "liberal" in their points of view or offerings than are the subject-matter people in the other divisions, schools, and colleges.
- c. One college could not take upon itself the responsibility of deciding for the entire University the distribution of the hours for general degree requirements, their effect on the total hours required for graduation, etc., for all the other divisions, schools, and colleges. It would, therefore, be necessary to set up machinery outside the College of Liberal Arts and Sciences to deal with such problems.
- d. Since there is at present no College of Liberal Arts and Sciences on the Southwestern Illinois campuses, problems of allowing for desirable variations in the general degree requirements on the various campuses would be aggravated.

OPTION B: President's Committee on General Degree Requirements

1. A number of universities have found the most effective method of encouraging general or liberal education to be a committee made up of outstanding scholars on the staff appointed by the President to take a special interest in, and to devote considerable time to this matter. Sometimes the committee is chaired by the President or sometimes by a chairman appointed by the President to devote considerable time to working with this committee and with the faculty at large on the general degree requirements. A President's Committee on General Education could consist of five to seven faculty members representing all campuses and named because of their interest in general university programs and their standing with the faculty. The members of the Committee could be replaced from time to time to insure continued freshness of approach to the problem.
2. This committee would receive from the various divisions and departments proposals for general degree courses and would approve or disapprove them. It would be responsible for a continuing evaluation of any courses accepted, for the encouragement of experimental approaches, and for discontinuing courses which plainly did not serve the purpose of providing the students with a general background. It would, however, encourage each campus to develop courses appropriate to the needs of its students.

3. Teachers of the courses approved by the President's Committee would be drawn from the established educational units. Students would enroll in the divisions, schools, or colleges of their choice and would be advised by representatives of these units, but would all be required to satisfy a sufficient number of general degree requirements, as approved by the President's Committee.

PRESUMED ADVANTAGES OF OPTION B:

- a. Although this plan would require considerable time from a chairman of the President's Committee and would use considerable faculty time, it would not entail setting up a new division and would be least disturbing to the present organization. In effect, it would result in replacing control by the present Faculty Council, which many faculty members regard as too unwieldy to review and evaluate general degree requirements, with control by a smaller faculty group specifically named for the interest of its members in developing the students' general background.
- b. By naming the proper persons to the committee, the President could insure not only that the courses adopted for inclusion in the general degree requirements meet the highest professional standards but also that they are not slanted too much in the direction of over-specialized interests.
- c. All campuses, divisions, schools, and colleges, subject to screening of their proposals by the committee, could make positive contributions to the students' general background and would benefit each other by developing fresh approaches and pilot courses. Generalists and specialists would be encouraged to work together in a creative partnership because there would be no formal separation of functions.

PRESUMED DISADVANTAGES OF OPTION B:

- a. Operating through a committee may use up more valuable faculty time than other plans and is often ineffective as a means of fixing responsibility.
- b. Some faculty members think that a small committee could never truly represent all the interests involved.
- c. The program might be too fluid. Some people fear that the various degree requirements might change too often, or that too much experimentation and too many options might be permitted on the various campuses. After a few years the freshness of interest in the program might disappear, and the courses would then sink back to the level of routine. (All of this would be especially true if appointments and reappointments to the President's Committee were not carefully made.)

OPTION C: University College or Junior Division for General Degree Requirements

1. A new major educational unit on each campus having its own head would be established for handling the general degree requirements. This unit in each case would have the responsibility of designing, within specified limits, a sound and flexible program of general degree requirements. A small but representative faculty committee, appointed by the President on a university-wide basis, would be responsible for reviewing proposals for new courses and evaluating existing courses.

2. The teaching staff of each unit would be drawn from the various schools, colleges and divisions (as is now the case with the extension and graduate school staffs). An effort would be made to select people especially interested in the general degree requirements.
3. All advisement for the first two years would be done by general advisers attached to the staff of the University College or Junior Divisions. When at the end of two years the student transferred from the University College to one of the other divisions, schools, or colleges of the University he would be advised by representatives of those educational units.

PRESUMED ADVANTAGES OF OPTION C:

- a. Such a University College or Junior Division organization would fix the responsibility for the general degree requirements on a head expressly chosen to develop them and upon a staff specifically selected to teach them. For these people the general background of students would be not a secondary but a major interest. At the same time, they would have professional "status" in their specialized departments or divisions. Advisement of freshmen and sophomores could be more effectively and objectively done by persons attached to a general division than by persons attached to special divisions, to professional schools, or to the College of Liberal Arts and Sciences. Freshmen and sophomores would have an opportunity to try out their vocational objectives and to explore various possibilities before transferring to a professional curriculum.
- b. Better opportunities would be projected for developing interdisciplinary courses than in a division or college composed of a number of specialties.
- c. A University College or Junior Division would enable us to anticipate the time, now freely predicted, when many students will take their first two years in community junior colleges and then transfer to a variety of professional programs in the universities. Transfers by our students at the end of two years from a program of general studies to a program of special studies would fit the same pattern as transfers from a junior college to a university.
- d. A University College would, some people think, allow our specialists to care for a greater proportion of juniors, seniors, and graduates in the student body and to concentrate on building a university rather than a junior college type of program.

PRESUMED DISADVANTAGES OF OPTION C:

- a. Additional major administrative officers and major divisions would be added to the University's already complex organization, and numerous jurisdictional questions would arise.
- b. Some faculty members feel that students with a strong motivation to proceed in a professional curriculum would be somewhat side-tracked for a two-year period and would largely lose their motivation.

- c. First-rate faculty members would be difficult to attract into the program, for faculty members often regard the route to professional advancement as concentrating in a specialty. Even those who are interested in the student's general background would be dubious about the advantages to them of a partial attachment to the general program and a partial attachment to a subject matter field. The result might be to encourage a separation of "junior" and "senior" staff members which would be bad for both.

Mail to President Morris before April 9, 1960.

Rank 1, 2, 3, numbering your first preference 1, your second 2, your third 3.
Please rank all three options.

_____Option A. General degree requirements as a function of the College
of Liberal Arts and Sciences

 Option B. President's Committee on General Degree Requirements

_____ Option C. University College or Junior Division for General Degree Requirements

Signature

Comments (add additional sheets as required):

file

SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE, ILLINOIS

April 4, 1960

SPECIAL BULLETIN TO THE FACULTY AND STAFF

Rules Covering Use of University Classrooms, Offices,
and Laboratories for Office or Class Work after
the Regular Closing Hours

- I. Regular closing hours.
 - A. All buildings will be locked after 4:00 p.m. Saturday and all day Sunday and holidays.
 - B. All buildings will be locked at 11:00 p.m. on week days.
- II. Use of buildings on Sundays and holidays, after 4:00 p.m. on Saturdays, and after 11:00 p.m. on week days by undergraduate students.
 - A. Special arrangements for use of buildings during the above-mentioned times may be made provided that a member of the faculty is present to supervise the student activities.
 1. The Department Chairman or appropriate scheduling officer may make the special arrangements referred to above by notifying the Security Officer in writing giving the following information:
 - a. Name of building
 - b. Room number or numbers
 - c. Time that the building will be opened and closed.
 - d. Names of all those who will be present.
 - e. Person in charge.
 - B. Students will not be permitted to remain in University buildings without supervision later than 11:00 p.m. except when an experiment requiring continuous supervision is in progress. If a building is to be used after 11:00 p.m. for experimental work requiring continuous supervision, a statement to that effect must be included in the request for use of the building.
- III. Use of buildings after 4:00 p.m. on Saturdays, Sundays, and holidays, and after regular closing hours on week days by graduate assistants and graduate students.
 - A. Graduate assistants or graduate students requiring the use of buildings after the regular closing hours will be issued a card by the Security Officer upon the written request of the Chairman of their Department. This card will authorize these individuals to be in the rooms specified on Sundays and holidays, after 4:00 p.m. on Saturdays, and after 11:00 p.m. on week days but not later than midnight unless special arrangements required by paragraph II-B above are made.

Rules Covering Use of University Classrooms, Offices, and Laboratories
page 2

- IV. Faculty and staff members are urged not to remain in University buildings later than midnight.
- V. Any person in a classroom, office, or laboratory who has not secured the appropriate permission or whose faculty-staff duties do not require him to be in the building after the hours noted above will be asked to leave the building.
- VI. The Special Bulletin to the Faculty dated February 2, 1960, in regard to scheduling of University buildings for use other than class or office use remains in effect.

John S. Rendleman
Acting Executive Director
of Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

April 21, 1960

SPECIAL BULLETIN TO THE UNIVERSITY FACULTY

GENERAL DEGREE REQUIREMENTS

You have overwhelmed me with responses to the questions of March 22, 1960, relating to general degree requirements. Because of the extensivity and intensity of the responses, more time will be needed to read, to analyze, and to digest your thoughtful statements. This enables me to say that any of you who have not written may still do so within the next week.

A fair sampling of the comments that accompanied the returned questionnaires shows them to be typical of the vigor, the thoughtfulness, and the independence with which our faculty members attack such a problem.

As soon as it is possible to identify and clarify the areas of preponderance of agreement and disagreement, it is planned to provide for the University Faculty a forum for discussion of problems still outstanding, with an attempt to evolve the most acceptable procedure for planning and administering the general degree requirements.

There will be a meeting of the University Faculty at the Southwestern Illinois Campus in the Auditorium at East St. Louis Tuesday afternoon, May 17, 1960, at four o'clock.

There will be a meeting of the University Faculty at Carbondale in Furr Auditorium Wednesday afternoon, May 18, at four o'clock.

Eager though we all are to bring this matter to a conclusion, I am convinced that we should take sufficient time for deliberation to assure that we arrive at the conclusion most acceptable to most faculty members. I earnestly request your continuing participation.

Delyte W. Morris
President

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

April 25, 1960

SPECIAL BULLETIN TO THE FACULTY

Southern Illinois University, in cooperation with the Illinois Citizens Education Committee, has arranged a special conference on "Citizen Participation in Education", which will be held on campus May 2, beginning at 10:00 a.m., CDST, in the Morris Library Auditorium.

Coffee and rolls will be served during the 9:00 to 10:00 registration period. The morning program will include:

- (1) An address by Arthur R. Higgins, editor of the Quincy Herald-Whig and president of the Illinois Citizens Education Committee.
- (2) Panel presentations by area people who have participated in citizens committee activities.
- (3) Group discussion and reports.

Luncheon will be served in the University Cafeteria at 12:30 p.m. You may make luncheon reservations at \$2.00 each by calling Ext. 4041, Division of University Extension. The luncheon program will feature an address by President D. W. Morris on "The Responsibility of the Lay Citizen in Educational Progress."

School board members, school administrators and citizens have been invited to attend the conference to consider ways of solving educational problems through citizen action. All faculty members are cordially invited to participate in the discussions. Citizen groups will continue to seek professional advice and assistance as they work on educational problems at every level; through this conference, we should all gain insight into methods of cooperating effectively with such groups.

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the President

April 27, 1959

SPECIAL BULLETIN TO THE FACULTY AND STAFF

This is our periodic reminder to faculty and staff that we desperately need your cooperation in observance of our safety regulations. It is especially important that faculty members refrain from smoking in classrooms and hallways, except in designated areas. Your assistance is also requested in reminding students that they may be endangering their own lives by smoking in such buildings as Old Main.

It would help also if bicycle-riding faculty and staff members would use the bicycle paths instead of the sidewalks. Also to be noted is the fact that the bicycle paths are not to be used by pedestrians.

For further information on safety regulations, you are referred to page 65 of the Southern Illinois University Faculty Handbook. For specific smoking areas in your own building, check with your faculty representative for that building.

Although it is not a matter of safety, it is a matter of beauty, if we could get faculty and staff assistance in discouraging the unnecessary short-cutting across landscaped areas.

George H. Hand
Vice President
for Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

May 13, 1960

SPECIAL BULLETIN TO THE FACULTY

FINAL EXAMINATION SCHEDULE FOR SPRING, 1960

Examination Schedule for Day-Time Classes

Wednesday, June 8

8 o'clock classes except 3-hour classes which meet one of the class
sessions on Saturday 7:50
Sociology 101 11:30
3 o'clock classes 1:50

Thursday, June 9

10 o'clock classes (except Humanities 301, Science 301, and Social
Studies 301 which will meet at 10 a.m.) 7:50
English 102 and 103 11:30
4 o'clock classes 1:50

Friday, June 10

12 o'clock classes 7:50
Chemistry 101, 112, and 113 11:30
1 o'clock classes 1:50

Saturday, June 11

8 o'clock 3-hour classes which meet one of the class sessions on Saturday. 7:50
9 o'clock 3-hour classes which meet one of the class sessions on Saturday. 10:00
11 o'clock 3-hour classes which meet one of the class sessions on Saturday 1:00
Classes which meet only on Saturday mornings. Examinations will start at
the same time as the class sessions ordinarily start.

Monday, June 13

11 o'clock classes except 3-hour classes which meet one of the class
sessions on Saturday 7:50
Air Science 103 and 203 and Women's Physical Education 103, 127, and 254 . 11:30
Speech 101 and Men's Physical Education 254 12:50
2 o'clock classes 2:00

Tuesday, June 14

9 o'clock classes except 3-hour classes which meet one of the class
sessions on Saturday 7:50
Make-up examination period for students whose petitions have been approved
by their academic deans 1:00

Examination Schedule for Evening Classes

Wednesday, June 8

Five-hour classes which meet during the second period (7:35-9:00 p.m.)
on Monday, Wednesday, and Thursday 6:00
Four, three, two, and one-hour classes which meet during the second
period (7:35-9:00 or 9:15 p.m.) on Monday and/or Wednesday 6:00
Classes which meet only on Wednesday night. Examinations will start
at the same time as the class sessions ordinarily start.

Thursday, June 9

Five-hour classes which meet during the first period (6:00-7:25 p.m.)
on Monday, Wednesday, and Thursday 6:00
Four, three, two, and one-hour classes which meet during the first
period (5:45 or 6:00-7:25 p.m.) on Tuesday and/or Thursday 6:00
Classes which meet only on Thursday night. Examinations will start
at the same time as the class sessions ordinarily start.

Monday, June 13

Four, three, two, and one-hour classes which meet during the first
period (5:45 or 6:00-7:25 p.m.) on Monday and/or Wednesday 6:00
Classes which meet only on Monday night. Examinations will start
at the same time as the class sessions ordinarily start.

Tuesday, June 14

Four, three, two, and one-hour classes which meet during the second
period (7:35-9:00 or 9:15 p.m.) on Tuesdays and/or Thursdays 6:00
Classes which meet only on Tuesday night. Examinations will start
at same time as the class sessions ordinarily start.

General Examination Information

Examinations for three, four, and five-credit hour classes will begin at the hours scheduled and will run for two hours. Examinations for one and two-credit hour classes will begin two hours and ten minutes later and will run for one hour. For example, an 8-o'clock class carrying four hours of credit will have its examination from 7:50 to 9:50 a.m. on Wednesday, June 8. An 8-o'clock class carrying two hours of credit will have its examination from 10:00 to 11:00 a.m.

A student who finds he has more than three examinations on one day may petition, and a student who has two examinations scheduled at one time should petition his academic dean for approval to take an examination during the make-up examination period on the last day. Provision for such a make-up examination period does not mean that a student may decide to miss his scheduled examination time and expect to make it up during this make-up period. This period is to be used only for a student whose petition has been approved by his dean.

A student who must miss a final examination may not take an examination before the time scheduled for the class examination. In the event a student misses a final examination and is not involved in a situation covered in the preceding paragraph, a "W", followed by the tentative grade with "12" indicating the number of weeks attended, should be recorded on the grade report by the instructor. A "W" grade must be completed within one year of the end of the quarter involved; otherwise, it must remain as an incomplete grade.

A special note needs to be made relative to examinations for evening sections for those classes which have been granted a special time for examining all sections. As some students attending at night may not be able to attend the special examination period scheduled for the daytime, each department involved will have to arrange special examination periods for such students. This problem involves those night students who are fully employed during the day and who are taking night courses because it is the only time they are able to do so.

T. W. Abbott
Dean of Academic Affairs

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the President

May 26, 1958

SPECIAL BULLETIN TO THE FACULTY

LETTERS ON EDUCATIONAL PROBLEMS

This is a reminder to the members of the University Faculty who attended the May 22, 1958, Faculty Meeting, and an invitation to those who were unable to attend.

In response to certain recommendations from the Faculty Council concerning general degree requirements President Morris raised at the meeting a number of questions as follows:

1. Should we decrease our emphasis on broad general preparation of our students at this time?
2. Should the specialized instructional units be allowed to control general degree requirements?
3. How can the general degree requirements be kept flexible enough to accommodate the needs of a changing world and a growing University?

President Morris also suggested three possible methods of handling our general degree requirements: (a) to set up a new division of general education empowered to employ its own faculty members to teach all general degree courses; (b) to allow any department or group of departments to propose general education courses which can be evaluated by a general curriculum committee not in terms of their departmental antecedents but in terms of their probable contributions to the student's general background; (c) to call upon outside consultants in the field of general education to design the general degree requirements for Southern and to obtain qualified faculty members (either from our own staff or other staffs) to teach the courses they recommend.

President Morris would like to have from every member of the University Faculty interested in general education a personal letter stating his views as to the best way to achieve a flexible and broad program.

President Morris also stated that he intends to name faculty committees to advise him concerning (1) our approach to gifted young people, many of whom do not attend college and many of whom do not make the most of their college careers, and (2) those students who do not or cannot take courses leading to the bachelor's degree. He invites every faculty member interested in these problems to write him suggesting how best our program can be made to serve these groups, as well as any other items which such committees might well consider.

In order to be useful to the President these letters should reach him not later than June 5, 1958.

Charles D. Tenney
Vice-President for
Instruction

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the Business Manager

June 7, 1960

Special Bulletin to all Departmental Fiscal Officers

Requisition Deadline

Any requisition chargeable against departmental allocations for the fiscal year ending June 30, 1960, should reach the Business Office not later than June 20, 1960, except for definite emergencies as approved by the Assistant Business Manager.

All Stores Requisitions which are to be charged to the present departmental allocations must be received by General Stores not later than the close of business on Friday, June 24, 1960.

Yours sincerely,

Robt. L. Gallegly
Business Manager

RLG:md

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

July 11, 1960

SPECIAL BULLETIN TO THE FACULTY

INTERNATIONAL TEACHER DEVELOPMENT PROGRAM

Southern Illinois University has again been selected by the United States Office of Education as one of the eleven colleges and universities to participate in the 1960-61 International Teacher Development Program. This program, a part of the International Educational Exchange Program of the Department of State of the United States, provides opportunities for qualified foreign educators, including school teachers, administrators and supervisors, and officials of Ministries of Education, to gain a knowledge of United States educational methods and systems. This year some 552 participants are expected from 70 countries. Southern will be host to 24 of these educators from 15 different countries for the period September 17 to December 17.

Mrs. Alberta Humble has been named local coordinator of the program and, with the coordinators of the other universities, has been briefed in Washington on what the government would like accomplished. The particular interests of the educators who will be here include agriculture, business, home economics, secondary education, instructional materials, guidance, administration and supervision, and trade and industrial training. Since the broad purpose of the program is to promote understanding between the United States and other countries of the world, the teachers will not only attend special seminars and audit classes but will be involved in a wide variety of extracurricular campus and community activities. Members of the University staff are urged to cooperate with Mrs. Humble in making this total program varied, flexible, and an even greater success than last year's.

One of the most important aspects of the program is housing the visiting educators with private families in order for them to learn something of American family life. The educational and personal data available on the visitors, who have been carefully screened by their Ministries of Education, the American Embassies and the Department of State, indicates that those who open their homes for three months in the fall will benefit at least equally with their guests. These eighteen men and six women will be able to pay an appropriate room rental--\$32.00 to \$35.00 per month will be within their allowance from federal funds. Linens and study lamps would need to be furnished. If you will be able to house one or two of these educators in your home will you please contact Mrs. Anita B. Kuo, Supervisor of Off-Campus Housing, phone 7-7150 or 7-4280.

The lounge for the visiting teachers, and the coordinator's office will be in Barracks K. Anyone wishing to volunteer service or to get further information should call Mrs. Alberta Humble, University Extension 605 or 319.

John E. Grinnell
Vice President for Operations

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

July 22, 1960

SPECIAL BULLETIN TO THE FACULTY

FINAL EXAMINATION SCHEDULE FOR SUMMER, 1960

Wednesday, August 10

7:30 classes (3, 4, 5-credit hour classes).....7:30 - 9:30
7:30 classes (1, 2-credit hour classes)9:40 -10:40

10:20 classes (3, 4, 5-credit hour classes)10:50 -12:50
10:20 classes (1, 2-credit hour classes) 1:00 - 2:00

1:10 classes (3, 4, 5-credit hour classes) 2:10 - 4:10
1:10 classes (1, 2-credit hour classes) 4:20 - 5:20

Thursday, August 11

8:55 classes (3, 4, 5-credit hour classes) 7:30 - 9:30
8:55 classes (1, 2-credit hour classes) 9:40 -10:40

11:45 classes (3, 4, 5-credit hour classes)10:50 -12:50
11:45 classes (1, 2-credit hour classes) 1:00 - 2:00

2:35 classes (3, 4, 5-credit hour classes) 2:10 - 4:10
2:35 classes (1, 2-credit hour classes) 4:20 - 5:20

In case more than one class meets in a room at a given period, the one meeting three or more days a week should have priority on the room for the final examination. Any instructor without a room for a particular class should check with the Enrollment Center in the Registrar's Office for assignment.

A student who must miss the final examination when scheduled may not take an examination before the one scheduled for the class. In this case, "W" followed by the tentative grade with an "8" indicating the number of weeks attended, should be recorded by the instructor. The final examination may be given at a later date within one year.

T. W. Abbott
Dean of Academic Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President

August 16, 1960

SPECIAL BULLETIN TO FACULTY AND STAFF

INTERRUPTION OF WATER SERVICE

In order to make the connection for the University Center, there will be an interruption of water service for the entire campus, with the exception of Woody Hall and the University School, from 9:00 a.m. until 11:00 a.m. on Friday, August 19. Service Buildings I and II, Power Plant, Industrial Arts Building, and the Faculty Club will be without water service from 9:00 a.m. until 4:30 p.m. on the same day, Friday, August 19.

Your cooperation during this period will be appreciated.

John S. Rendleman
Acting Executive Director
of Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

September 17, 1960

SPECIAL BULLETIN TO THE FACULTY AND STAFF

RENTAL OF ADDING MACHINES AND DESK CALCULATORS

The Statistical Services' present policy of lending adding machines and calculators free of charge must be discontinued as of October 1, 1960, due to the increased cost of maintenance and the lack of funds for replacement.

After the above date, there will be a rental charge for machines removed from the Statistical Services Office. Machines remaining in the office will be available for use without charge, and at least one machine will be maintained in the office at all times.

Rental charges will be on a monthly basis and will be effected by transfer of O. C. E. for charges to a Departmental Allocation Account or by Invoice Voucher for charges to Local Cash Funds. Machine rental for a portion of a month will be prorated on a calendar day basis with a \$3.00 minimum charge for each machine removed from the Statistical Services Office.

Machines available and monthly rentals are as follows:

	<u>Monthly Rental</u>
Adding Machines:	
Underwood (10 key)	\$10.00
National Cash (full keyboard)	11.00
Monroe (full keyboard)	13.00
Monroe (10 key, printing multiplier)	15.00
Desk Calculators (automatic):	
Friden	25.00
Friden	*
Friden	25.00
Marchant	26.00
Marchant	26.00
Marchant	35.00

* This machine, because of certain unique features, will remain in the Statistical Services and be available for use without charge.

Desk Calculators (automatic):

Monroe	25.00
Monroe	32.00
Monroe	27.00
Monroe	23.00

Calculator (manual):

Serta	5.00
-------	------

Rental of a machine will be authorized only upon written request of the fiscal officer for the department involved. Arrangements for renting or using machines may be made by contacting Mr. Cochrane at the Statistical Service.

John E. Grinnell
Vice President for
Operations

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President

September 21, 1960

SPECIAL BULLETIN TO FACULTY AND STAFF

INTERRUPTION OF ELECTRICAL SERVICE

It will be necessary to interrupt electrical service from 5:00 a.m. to 7:00 a.m. on Thursday, September 22, 1960, for the following portions of the campus:

Chautauqua Street Housing
Life Science Building
Greenhouses
Animal Building
Morris Library
Thompson Street, Chautauqua Street, and Harwood
Avenue Barracks and Houses, including the
University Cafeteria.

Your cooperation during this period will be appreciated.

John S. Rendleman
Acting Executive Director
of Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President

September 30, 1960

SPECIAL BULLETIN TO FACULTY AND STAFF

In the future all requests concerning the establishment of accounts and changes in fiscal officers should be directed to Mr. Robert L. Gallegly, Business Manager, for implementation.

John S. Rendleman
Acting Executive Director
of Business Affairs

October 4, 1960

TO ALL DIVISIONS OF THE BUSINESS OFFICE:

Re: Fiscal Officer Approvals on Inter-Departmental
Invoice Vouchers

Effective immediately, the obtaining of fiscal officer approvals on Inter-Departmental Invoice Vouchers initiated by the various Auxiliary Enterprise Fund accounts, Service Department accounts, and Revolving Fund Cash accounts, for payment of services rendered to other University departments, will be obtained prior to the submission of these Invoice Vouchers to the Purchasing Agent, for processing.

This procedure is already operative for most of the Auxiliary Enterprises and Service Department accounts involved, and is to provide the essential control required at the billing department level, that these Inter-Departmental Invoice Vouchers are promptly approved, in each billing instance; and for the maintenance of adequate Accounts Receivable records by the billing department.

Yours sincerely,

Robt. L. Gallegly
Business Manager

FJD:mr

Copy

Alton Residence Center
Audio-Visual Service
Auxiliary Enterprises
General Stores
Physical Plant
Personnel Office
Photographic Service
Post Office
Printing Service
Stenographic Service
Student Work Office
University Architect
Mr. Cochrane

Mr. Morgan
Mr. Terpinitz
Mr. Tudor
Mr. Robbins
Mr. Hall
Mr. Knittel
Mr. Blose
Dean Abbott
Mr. McCoy
Miss Bennett
Mr. Mercer
Mr. Brackett
Mr. Sternberg



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President

October 21, 1960

SPECIAL BULLETIN TO FACULTY AND STAFF

CHANGE OF DATE OF

INTERRUPTION OF ELECTRICAL SERVICE

The electrical service interruption originally scheduled for October 23, 1960, between 1:00 and 2:00 A. M. has been changed to Sunday, October 30, 1960, between 1:00 and 2:00 A. M.

John S. Rendleman
Acting Executive Director
of Business Affairs

VOTE "YES" UNIVERSITIES BOND ISSUE ON TUESDAY, NOVEMBER 8, 1960

Southern Illinois University

Carbondale, Illinois

SPECIAL BULLETIN TO FACULTY AND STAFF

CONGRATULATIONS! We have gone over the top! We passed the \$25,000 quota at noon Friday the 13th! It is a job well done. Southern had the most difficult goal to reach and succeeded in an outstanding way! The faculty and the staff should take pride in the success of this campaign and be proud of this new accomplishment of the University.

Contributions and pledges at noon Monday, May 16 were as follows:

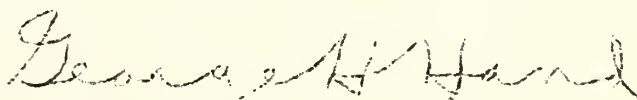
Carbondale Campuses	\$22,308.66
Southwestern Illinois Campuses	<u>4,076.00</u>
Total All Campuses	\$26,384.66

Contributions in excess of \$25,000 will be used for essential items in Six University Alumni Bond Issue Committee local campaigns in the counties in the southern part of the state.

If you did not get a card and would like to make a pledge to help pass the Bond Issue, please call the Alumni Office Extension 4711 or Dr. George H. Hand GL 7-8362 and a member of the committee will call on you.

Receipts are being mailed to all contributors who paid their pledges in full. Those using the 3-payment plan will receive a pledge notice each month and after the third payment a receipt for the total amount.

The Bond Issue Information Committee and its Ambassadors express sincere thanks to all of you for your kindness and cooperation.



George H. Hand
Chairman

Bond Issue Information Committee

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President

November 22, 1960

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

STEAM SHUT-OFF

It will be necessary for the steam to be shut off from 8:00 a. m. to 4:00 p. m. Friday, November 25, 1960 for the purpose of repairing the steam mains and as a result there will be no heat or hot water during these hours in the following campus buildings:

Woody Hall
Home Economics
University School
President's Office
President's Home
Barracks "C"

Your cooperation during this period will be appreciated.

John S. Rendleman
Acting Executive Director
of Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

November 30, 1960

SPECIAL BULLETIN TO THE UNIVERSITY FACULTY

UNIVERSITY FACULTY MEETINGS

At University Faculty meetings held May 17 and May 18, 1960, at East St. Louis and Carbondale respectively, nominations were requested for an ad hoc University Committee on Handling General Degree Requirements. As a result, three faculty members were appointed to the committee, E. C. Coleman, S. D. Lovell, and Charles D. Tenney, Chairman. Following an extensive program of study, interviews, and visitation of other institutions, this committee has prepared its report and recommendations.

The report will be presented to the Southwestern Illinois Campus members of the University Faculty by Mr. Lovell. Two meetings will be held, one at the East St. Louis Center, Room 212, Monday afternoon, December 5, at 3 o'clock, the other in the auditorium at the Alton Center, Tuesday afternoon, December 6, at 3 o'clock. Southwestern Illinois Campus faculty members should attend whichever of these meetings is the more convenient.

The Carbondale members of the University Faculty will hear the report from Mr. Coleman at a meeting to be held in the University School Auditorium at 4 o'clock on Thursday afternoon, December 8.

All faculty members are urged to be present for the further consideration of our general studies program.

Delyte W. Morris
President

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President

December 7, 1960

SPECIAL BULLETIN TO FACULTY

For the benefit of new members of our staff and as a reminder to those who may have forgotten, we are reissuing two items which appeared in the Faculty Bulletin, November 15, 1957:

Reminder to Faculty on Smoking Regulations

In spite of the fact that smoking is absolutely prohibited in classrooms, some faculty members and their students are continuing to do it. As per the Faculty Handbook, page 65, "Smoking in buildings on the campus is limited for the most part to offices, to the entrance or foyer areas of the buildings, and to the lounges." It can be assumed that there is to be no smoking where sand urns and/or ash trays are not provided.

Dogs in University Buildings

It has come to the attention of the President's Office that some staff members are habitually taking their dogs to their offices, classrooms, and laboratories. At times these animals have disturbed and even sampled some of the University employees. Except in the case of Mr. Randall Nelson and others for similar reasons, the faculty and staff are requested to leave their pets at home.

T. W. Abbott
Acting Dean of Academic
Affairs



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

December 8, 1960

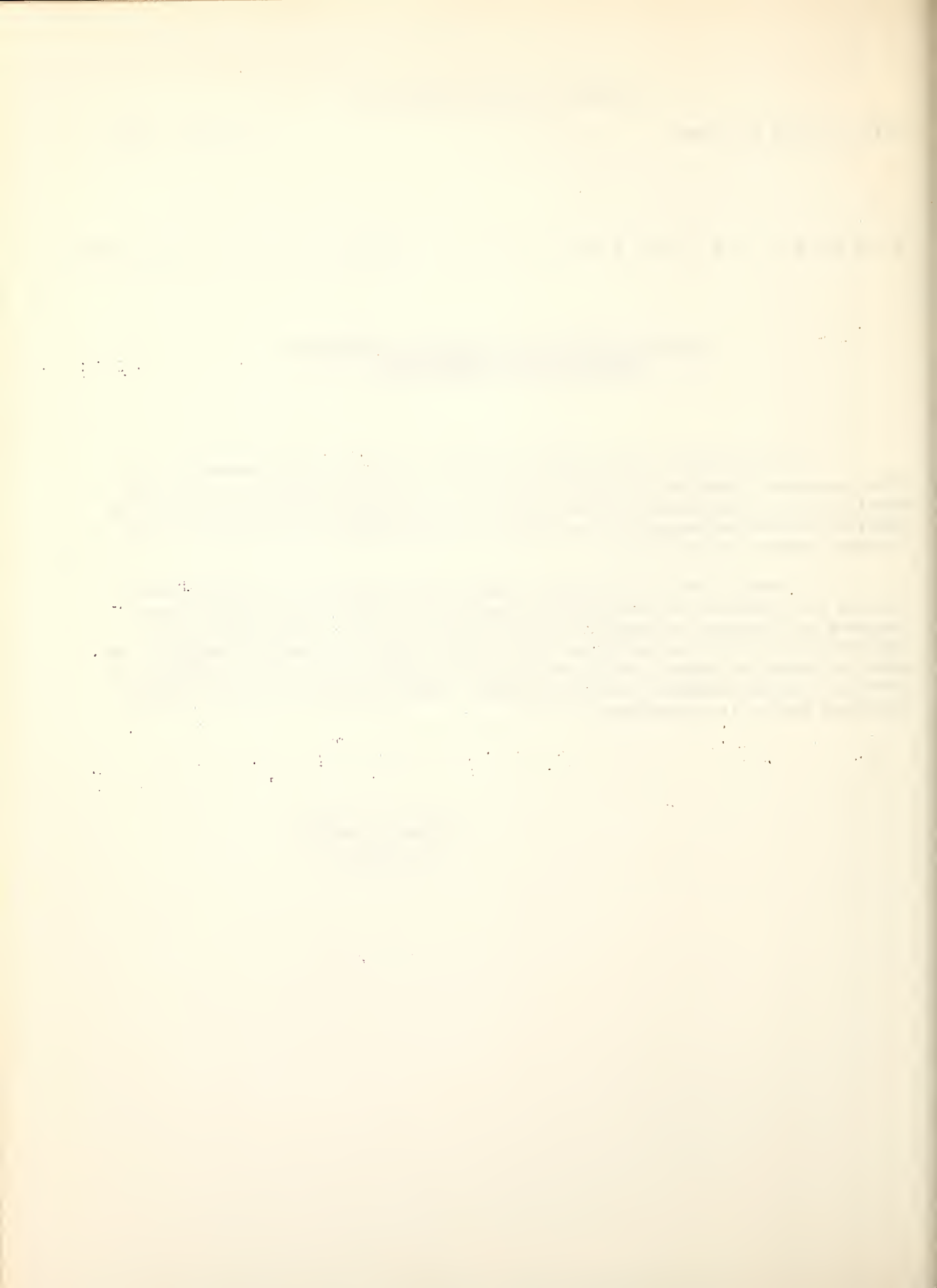
SPECIAL BULLETIN TO THE UNIVERSITY FACULTY

REPORT OF UNIVERSITY COMMITTEE ON HANDLING
GENERAL DEGREE REQUIREMENTS

At University Faculty meetings held at East St. Louis December 5, at Alton December 6, and at Carbondale December 8, I promised members of the University Faculty that copies of the report of the ad hoc University Committee on Handling General Degree Requirements would be made available to them for study. Attached please find your copy.

I should like to repeat my request to each member of the University Faculty to write me a personal letter commenting on this report. Both general comments and comments on specific details will be welcome. Suggestions for improvements of the procedures set forth in the report will be most helpful. In order to expedite further consideration of the report, it would be desirable to have your written comments before Christmas. Your continuing interest in this important matter is appreciated.

Delyte W. Morris
President



REPORT
of the
COMMITTEE ON HANDLING
GENERAL DEGREE REQUIREMENTS
November, 1960

OUTLINE

- I. The Assignment of the Committee on General Degree Requirements
- II. The Committee's Method of Procedure
- III. The Assumptions of the Faculty
- IV. The Assumptions of the Committee
- V. The Problem of Terminology
- VI. Recommendations

THE ASSIGNMENT OF THE COMMITTEE ON GENERAL DEGREE REQUIREMENTS

At the University Faculty meeting of May 22, 1958, after having received from the Faculty Council a report on its studies of the University's general degree requirements, President D. W. Morris indicated that he wished to raise certain questions with the entire University Faculty as follows:

1. Should we increase or decrease our emphasis on general studies at this time?
2. Should the specialized schools, colleges, and departments be allowed to determine or control general degree requirements?
3. How can the general degree requirements be kept flexible enough to accommodate the needs of a changing world and a growing university?

He also stated that there appeared to be three possible solutions to the problem of the general degree requirements:

1. Setting up a new division empowered to employ its own faculty members to teach all general degree courses.
2. Allowing any department or group of departments to propose general degree courses which can be evaluated by a general curriculum committee not in terms of departmental antecedents but in terms of the probable contribution of the courses to the student's general background.
3. Calling upon outside consultants in the field of general education to define a general curriculum for Southern and obtaining qualified faculty members either from our own staff or other staffs to teach the courses in this curriculum.

President Morris then requested the members of the University Faculty to write to him personal letters stating not only their opinions of these various alternatives but also their views as to the best way to achieve a flexible and broad program.

A great many faculty members responded to this invitation, and at the October 28, 1958, meeting of the University Faculty President Morris reported certain trends of faculty thinking:

1. We should not decrease our emphasis on broad general preparation of our students at this time.
2. It would be a serious mistake to allow specialized instructional units to control general degree requirements.
3. Our present general degree requirements are inflexible and fail to reflect both changes in the world about us and the growth of the University. Furthermore, they show a lack of new approaches and new ideas.

President Morris then indicated that a period for study was needed and that he believed that the University should seek the advice of consultants from both on and off the campus. Comments were then solicited from a number of outside consultants, such as Russell M. Cooper of the University of Minnesota, Stanley E. Drazek of the University of Maryland, and Charles C. Cole, Jr., of LaFayette College; and from a group of visiting professors on the Carbondale campus who represented many years of teaching experience at major institutions of the country.

In summary it may be noted that the visiting experts represented the full spectrum of opinions on general studies. They did, however, reach a large measure of agreement in stressing that our University will have to develop a program suited to its own particular needs and resources.

In a Bulletin to the University Faculty under date of March 22, 1960, the matter was again brought to the attention of the faculty. President Morris described certain areas of agreement among faculty members and his special advisers but also said that the proper organization of the program was not clear. If possible, he stated, we should find out the extent to which certain broad principles can be agreed upon before we take up the details of putting any new program into effect. Furthermore, we should consider both the similarities and differences among our campuses. Summarizing faculty views, he listed six points which all of the programs proposed should probably have in common, and asked that faculty members give consideration to three optional forms of organization:

Points Common to All Forms
of Organization

1. In every case, general degree courses would be taught by regularly appointed faculty members, who would either be members of established departments or divisions or would have the privilege of cross-appointment to them.

2. Faculty members would be selected to teach general degree courses on the basis of (a) their qualifications and (b) their interest in contributing to the students' general backgrounds. A first-rate contribution to this program should under any system receive as much recognition in terms of salary and advancement as would a first-rate contribution to specialized teaching or research or area service.

3. All general degree courses would be designed, proposed, and taught by faculty members. The role of the University administration in this program would be to receive proposals for such courses, to assign those which appear to be well-designed for general or liberal education to the appropriate faculty members, to conduct a continuing evaluation and review of such courses, and to see that those which were comparatively unsuccessful were replaced by others that showed promise of greater success. Experimentation with various kinds of courses would be encouraged with the understanding that those which remained vital would be continued and those which failed or lost their value would be dropped.

4. To insure that the courses were designed with the general rather than the special training of the student in mind, each would be listed under such broad divisional headings as humanities, social studies, or sciences and not under the names of subject-matter specialties. They would be reviewed and

evaluated by small groups of faculty members chosen because they are concerned with the students' general backgrounds, and not by curriculum committees basically more interested in courses for the training of specialists. Enough courses would be developed to give teachers an opportunity to experiment and students an opportunity for choice.

5. In accordance with the almost universal belief that the general degree requirements should now receive additional emphasis, at least forty per cent of each curriculum for the bachelor's degree would be devoted to them. This figure represents a minimum of the suggestions made by our consultants and special advisers. If the faculty members in general should feel that the figure is too low, it could be increased.

6. Any method adopted would make it possible for students(a) to take some courses in a specialized curriculum the freshman and sophomore years and (b) to take certain advanced general degree requirements the last two years. There is considerable agreement that it is better for the student to work concurrently on improving his general background and on learning his specialty than to concentrate too much at one time on either during his undergraduate years.

Options for Preferential Ranking

Option A: General Degree Requirements as a Function of the College of Liberal Arts and Sciences.

Option B: President's Committee on General Degree Requirements.

Option C: University College or Junior Division for General Degree Requirements.

At University Faculty meetings held May 17, 1960, and May 18, 1960, at East St. Louis and Carbondale, respectively, the President stated that a definite majority of those voting on the optional forms of organization indicated the preference that the general degree requirements should be administered by some central agency of the University. Among those who agreed that a central agency should administer the program there was a leaning toward a President's Committee on General Degree Requirements, but many expressed reservations as to whether even the best of committees could possibly handle the general degree requirements in the present university structure, and many preferred a formally organized University College or Junior Division. A number of modified plans were also proposed, for example:

A President's Committee with a full-time executive secretary.

A President's Committee with a dean of general studies as chairman.

A Dean of General Studies drawing staffs from existing divisions through the undergraduate deans.

Obviously none of the plans to which faculty members had been asked to react was altogether satisfactory to them. President Morris therefore asked the faculty to submit recommendations for membership on an ad hoc University-wide committee

to try to discover a solution to the problems. He stated:

"The function of this committee will be to recommend to me and to the University faculty some modifications of options B and C which will retain the best features of the President's Committee option but will ensure that responsibility for effective administration of the general degree requirements is properly fixed and that students can receive proper advice about their general background as well as about their majors and minors. Any modification proposed should, of course, incorporate the features listed above as common to options A, B, and C."

As a result of the nomination and balloting which followed, a three-man committee was appointed by the President, consisting of E. C. Coleman, S. D. Lovell, and Charles D. Tenney, chairman. In his letters of appointment to the members of this Committee, President Morris stated that the Committee's assignment was to build upon conclusions already reached and to make further recommendations as to administrative machinery.

II

THE COMMITTEE'S METHOD OF PROCEDURE

The members of the Committee on Handling General Degree Requirements have sought to follow quite strictly the terms of their assignment. They began with a series of intensive interviews with faculty members, students, representatives of the administration, and persons who knew about the general degree programs at other colleges.

With the assistance of William Henry Harris the Committee prepared a questionnaire for circulation among the students. In circulating this questionnaire it had the help of three student research assistants: Mary Sage, Marsha Van Cleve, and Robert Hunt. These student assistants utilized a combined questionnaire-and-interviewing technique and obtained the candid opinions of numerous students on all campuses concerning the general offerings of the University and their ideas of what such general offerings should provide them. Certain of the more prominent points which came out of these questionnaires will be referred to in the report proper.

Secondly, the Committee through President Morris obtained the consent of a large number of individual faculty members to read the letters which they had earlier sent to the President. Since it was obvious that, while there were pluralities for certain points of view, there was no real faculty majority on any major position, the reading of these letters confirmed the Committee in its belief that it had been given a very difficult assignment.

The Committee also spent hours of its time on both campuses interviewing individual faculty members who represented wide variations of opinion. Their willingness to attempt to answer tough questions and their ability to appreciate the complexities of the problem were of great help to the Committee, particularly in the early stages of its work.

At the suggestion of President Morris the Committee also invited the members of the faculty to present their views in open forum. William E. Buys, Viola Du Frain, Douglas E. Lawson, and Carroll Riley constituted a small panel which expressed its views before the Carbondale members on the University Faculty on July 19, 1960. Kurt Glaser, Melvin Kazeck, Gerald Runkle, and Donald Taylor constituted a similar panel which appeared before the members of the Southwestern Illinois faculty at Alton on July 21, 1960. The presentations of the panels were followed by vigorous discussions which again were of great help to the Committee.

The three members of the Committee also took two trips to view the work being done at other universities. During the week of July 10, 1960, they visited the University of Michigan, Michigan State University, Wayne State University, and Butler University.

During the week of July 24, 1960, they visited Washington Square College of New York University, Hofstra College, Boston University, the Massachusetts Institute of Technology, and Harvard University. They were received with uniform courtesy and helpfulness by representatives of these universities and learned a great deal about the variety of programs at other institutions. The most important conclusion which emerged from these visitations is that each institution seems to have to develop a program which accords with its own facilities, faculty members, students' needs, spirit, and ultimate objectives.

The only regrets of the Committee are that it was not able to see more students and faculty members (being handicapped as it was by lack of time and by the fact that many faculty members and students were away for the summer) and that it was not able to visit still more institutions. The programs of many other institutions than those mentioned, however, have been examined either by reading the literature on general studies programs or by questioning faculty members familiar with the programs at other institutions.

It is obvious that if the Committee on Handling General Degree Requirements fails to make a satisfactory report, its failure will not be due to lack of advice, information, discussion, and help.

III

THE ASSUMPTIONS OF THE FACULTY

In the course of its investigations, the Committee on Handling General Degree Requirements found certain points of difference and difficulty upon which it felt it needed a considerable amount of help. It therefore devised a questionnaire which was submitted to all members of the University Faculty. The summertime response to this questionnaire was surprisingly good, and replies which came in after the summer session have pretty much followed the patterns of thought evident in the first block of answers. The pattern of strongest to weakest emphasis was interestingly similar on both Southwestern Illinois and Carbondale campuses. The following list of faculty goals for general studies is based upon the answers given in the questionnaire:

a. The chief topics of the physical and biological sciences (space and time, matter and energy, earth and stars, the living cell, and evolution) should be within the general understanding of every college graduate.

b. The chief topics of the social studies (natural and human resources, man and his environment, the production, distribution, and consumption of goods, the understanding of other peoples, justice and law, liberty and authority, and political power) should also have at least a minimum of understanding from the general student.

c. Man's mental processes, his methods of communication, his moral and esthetic values should also be understood.

d. The personal life of the individual, as shown in his family relationships, his personal business, his health, and his play should also have a place, but (according to faculty responses) not so strongly stressed a place as the sciences, the social studies, and the arts of communication, expression, and understanding.

e. The general degree requirements should, the faculty generally believes, be organized on the assumption that society is a mixture of stable and unstable components and that methods of meeting changing conditions need to be stressed.

f. While the general degree requirements should be largely concentrated in the freshman and sophomore years, they should definitely be continued into the junior and senior years.

g. The courses comprising the general degree requirements should be regarded in the freshman and sophomore years as carefully planned sequences in which one topic leads to another on a more advanced level and in which overlapping and omissions are avoided as much as possible. There should also, however, be advanced general studies courses in the junior and senior years. These courses should be designed to relate the students' increasing specialization to the general foundations largely laid in the first two years.

h. Assuming that the courses are designed and taught with care, the members of the faculty hold that general degree requirements should be taught by specialists who know how to bring out the relationships between disciplines. Such courses should be taught either by individual specialists or as planned by interdepartmental groups of specialists. No less than 40% of the undergraduate curriculum should be devoted to the students' general backgrounds. It will be seen in the Committee's recommendations that it may be necessary to raise this percentage somewhat, if the goals accepted by the faculty are to be achieved.

i. Some knowledges and skills are necessary to all students, regardless of their eventual specializations; therefore, some general courses should be required for students in all the various campuses, divisions, schools, and colleges of the University, but the program should contain a sufficient number of options to allow for differences in the various campuses, divisions, schools, and colleges. Anyone with a good idea for a general studies course, including students and alumni, should be allowed to propose it, but the most significant sources for such ideas (in the belief of faculty members) are likely to be a faculty committee on general studies, individual departments or divisions, individual faculty members, or groups of faculty members in related departments and divisions.

j. The official body for reviewing courses presented as general degree requirements and recommending whether they should be listed as such should be a faculty committee on general studies. The executive officer of this committee should have a budget with which he can hire portions of the time of departmental personnel. This committee should be a single all-University Committee determining permissible variations and standards in the program, but actual operation of the program should be by separate agencies on the various campuses. The committee should consist of from five to seven members nominated from the faculty and appointed by the President.

k. The initial advisement of students in academic matters should be by general advisers assigned from the University Faculty.

l. Every student should be expected to name his major field before the end of his sophomore year. The student should have the basic responsibility for the ultimate selection of a major, for filling out his own class schedules according to the catalogue requirements, for seeking proper advice, and for taking the consequences for disregarding the catalogue requirements. Proper advice should, of course, be readily available to him.

The members of the Committee on Handling General Degree Requirements have made every effort to build their own recommendations on these assumptions of the University Faculty. The development of a self-consistent, effective program has, however, occasionally required some modification of faculty assumptions as expressed in answers to the Committee's questionnaire.

IV

ASSUMPTIONS OF THE COMMITTEE

It was not possible for the Committee adequately to consider the handling of general degree requirements without raising some basic questions about the purposes and nature of education in our University.

The Committee did not conceive its task as one of establishing some sort of balance among fields and departments. It sought to find fundamental ingredients of education which may concern more than one department, just as one department may seek to supply more than one ingredient. Thus at the level of general studies, the student of biology needs to learn not simply biology but something of the meaning of scientific method and of man's dependence upon other forms of life. In these matters the concern of the teacher of a biological science will be shared by teachers in other scientific, and even non-scientific, disciplines. This single illustration could, of course, be duplicated in many other fields.

The fact that a fundamental educational ingredient may be implied by several fields in no way insures that a student will get conscious possession of it. The hero of Molière's Le Bourgeois Gentilhomme was greatly surprised to find that he had been speaking prose all his life. Some of our students might be equally surprised to discover that certain well-known scientists, artists, and political figures about whom they receive information in their various classes were contemporaries and were influenced by common problems. They might enjoy the opportunity to learn that teachers in different disciplines are really talking about similar issues. But by failing to understand issues which pervade many of the things they study, our students are not able fully to utilize what they have learned.

It is often said that good teachers in each discipline try to point out interdisciplinary relevance, and the Committee recognizes that this is true. There is evidence, however, that on our campus as well as others, able students do graduate without a sense of the total meaning of their educational experience. The student questionnaires showed that a sense of "something missing" on this point was quite widespread. (Interviews and individual written remarks show this student reaction to be intense.)

The determined effort made in recent years to develop an outstanding faculty on our campuses has met with a great deal of success, but the general courses given are still too scattered and fragmentary. The Committee feels that we must institutionalize processes which will give the work of strong teachers the greatest possible educational impact. One goal of its recommendations is to make it possible for teachers in related disciplines to become aware of what other teachers are doing, so that gaps and undesirable overlapping can be eliminated. With the proper structure, all teachers can make a concerted effort to meet educational needs which are now met only accidentally and only now and then. Student initiative must be encouraged, but it is no more reasonable to expect students to see how their courses fit together than it is to expect them to pick up basic mathematics or language simply by taking courses like chemistry and history in which those basics are used.

The work of cooperative planning is, of course, in no conflict whatever with specialization. They are two poles of genuine education. It is not possible to pursue specialization at its highest levels without basic competence in areas of learning common to all specialties. It is a waste of time after specialization has begun for the specialist teacher--even if he is competent to do so--to double back to impart to the student skills and information he should be able to assume.

The Committee also had to make assumptions about the context in which education takes place. It accepts the responsibility of a tax-supported institution to serve the society which supports it. In addition to the personal development which they have a right to expect from the University, our students must be equipped, stimulated, and trained to give a greater return to society than they could give if they did not attend. Southern Illinois University has fully accepted its responsibility for developing the culture and economy of the region which surrounds it. It has done its best to supply the region with every vocational skill which it needs. But it must be sure that it is meeting equally well the need for mature and responsible citizenship. Physicians, engineers, teachers, merchants, lawyers, farmers, musicians, architects--in short, all who qualify themselves for any profession or vocation--find themselves inextricably involved in community organizations and activities; in the duties, burdens, and pleasures of parenthood; in one or more leisure and recreational activities. It is simple folly to assume that, because one is equipped within a narrow definition to earn a living or practice a profession, he is also equipped to manage all these other matters wisely and well.

All of us know too well physicians who have attained admirable skills and knowledge within a special field but who are also intellectual snobs or windbags. The Babbitt-like business man, clever and expert in business but bored and unhappy in his personal life, is a familiar spectacle. The expert engineer who can build magnificent bridges, highways, skyscrapers, automobiles, and planes, but who cannot successfully raise and educate his own children is much

too common. Lawyers, farmers, and teachers who are crippingly ignorant and bigoted outside their specialty can be noted in every community.

This failure to educate fully mature citizens might have been noted at any earlier period in any other society. But today both the need and the consequences of our failure are greater. Technology has given even some of the least-privileged Americans the facilities to enjoy the riches of world culture. Shorter work weeks and greater longevity mean that a more significant proportion of our lives will be spent apart from our jobs. Enormous improvements in facilities for communication and travel coincide with the end of the colonial age. This happens also to be the age when the United States has had to assume the great responsibilities of political and military power. Even if, in the face of towering new enrollments, we should continue to educate the many as well as we have the few, this would not be good enough. We must give our students technical skills, but we must also help students to know what to do with them. They must use such skills to enrich their lives, not make life an assembly-line exercise in boredom and selfishness. And we must help our students to see the worldwide arena and the revolutionary intensity of the changes which will occur during their lifetimes.

Pressure upon educational institutions becomes greater because of the apparent weakening of the influence of other social institutions during this time of our greatest need. The family has suffered a great deal from the social mobility of recent years. Many no longer look to churches for standards of moral value. If the schools do nothing toward supplying those human needs which go beyond information and skills alone, it would seem that for many these needs will not be met. Indoctrination is neither possible nor desirable in a pluralistic society like our own, but the University must do all it can to help the young people entrusted to it to develop some sense of total meaning to their educational experience and some ability to evaluate social policy and personal choices. In doing this, perhaps the University will strengthen those other institutions which should have at least an equal concern for social conservation and progress. It does us no good to bemoan the complexity of our task or to long for an age when the task of the University was precise and narrow. As teachers, we must give to education itself some of the ingenuity and energy which we have devoted to the parking problem and to research within our own specialties.

It is no derogation of the teaching done at Southern Illinois University in the past to recognize that our success in general studies must be evaluated in the light of the changing character of our students and faculty; in the light of our new specializations; and, above all, in the light of the sweeping changes occurring in the world outside the classroom. Our task is a constructive one, aimed at the maintenance of the highest standards at every level of the University's work. Our development in one vital function must always strengthen, never undermine, the total function of the University.

V

THE PROBLEM OF TERMINOLOGY

The very real issues which the members of the Committee had to face were made even more complex by the dread problem of language. Any terminology which they might choose to set forth their recommendations has apparently acquired

some connotations from other programs. In the broad experience of our faculty members, it is inevitable that they should be aware of those programs and recall the total features of them when similar terms are used. In its desire to avoid accidental associations and semantic booby-traps, the Committee considered a wide range of terms for each aspect of the program it recommended. For example:

Possible Titles for the Organization, the Planning Agency,
the Executives, and the Courses Supervised

Organization

College	Service	Program
School	Agency	Curriculum
Division	Institute	Union
Bureau	System	Authority
Office	Core	Association
Section	Center	Studies
Commission	Department	Affairs

The Administrator or Executive

Governor	Director	Mediator
Chief	Commissioner	Conciliator
Administrator	Chairman	Leader
Manager	Head	Executive Officer
Coordinator	Secretary	Executive Secretary
Dean	Grand Panjandrum	Negotiator

The Planning and Review Agency

Committee	Board	House
Council	Assembly	Senate
Commission	Legislature	Congress
Cabinet	Privy Council	Symposium

The Courses Supervised

General Education	Core Curriculum
General Studies	Basic Education
General Degree Requirements	Common Curriculum
Universal Program	Central Courses

The Committee would ask readers of this report to give the terms it uses only the sense which they have in the report itself. It has made every effort to profit from the experience of other universities. But it has no desire to be meaninglessly fashionable, nor to repeat every mistake made by other prestigious institutions. The Committee has tried hard to suggest a program which can be adapted and developed to meet the needs of our own campuses. The recommendations should be judged on their intrinsic merit, not upon their verbal resemblance to some other program.

VI

RECOMMENDATIONS OF THE COMMITTEE

At this point we wish to repeat the statement of the function of our Committee as stated by the President at the University Faculty meetings of May 17, 1960, and May 18, 1960:

"The function of this Committee will be to recommend to me and to the University faculty some modification of options B and C which will retain the best features of the President's Committee option but will insure that the responsibility for effective administration of the general degree requirements is properly fixed and that students can receive proper advice about their general background as well as about their majors and minors. Any modification proposed should, of course, incorporate the features listed above as common to options A, B, and C."

A. The Administration of General Degree Requirements

In the light of this assignment, of our study of the general degree requirements at other universities, of our reading of the literature on this topic, and of our sampling of the views of University students and faculty members, we wish to recommend the appointment of a President's Committee on General Studies, to review and approve all general degree courses for the bachelor's degree. In the detailed recommendations that follow, we have attempted to define the President's Committee in such a way that the objections earlier raised against this option are no longer pertinent. We have given it large powers and responsibilities for planning and review, but have carefully distinguished these powers and responsibilities from the function of scheduling and staffing courses which have already met with its approval. As a result of this distinction of function, it has been possible to recommend full use of the existing departments, divisions, and operating organizations of the University, and to allow for differences in the operating organizations on the various campuses. We have also recommended a method for obtaining liaison between the President's Committee, with its central function of planning and review of courses, and the operating organizations, with their function of staffing and scheduling courses on the respective campuses.

Herewith are our specific recommendations:

1. Composition of the President's Committee on General Studies

We recommend the naming of a President's Committee on General Studies. This Committee should be a standing committee consisting of seven members (including a chairman whose selection and duties are described in a later section) for the purpose of planning an effective general studies program for all candidates for the bachelor's degree and for continued determination of all courses taught or proposed to be taught as general degree requirements. This Committee should be governed by both a concern for common standards throughout the University and a recognition of the particular needs and resources of its individual campuses.

The Committee should be named by the President from a panel of nine members of the teaching faculty nominated by the University Faculty members of the Southwestern Illinois campus and a panel of nine members of the teaching faculty

nominated by the University Faculty members of the Carbondale campus. Each member of the Committee should be appointed for a six-year term, except that the initial terms should be staggered for two, four, and six years. Each member could be eligible for renomination and reappointment. When terms expire, three nominations should be obtained from each of the two major campuses for each vacant position. In naming this Committee, the President should give consideration to the following points:

a. Some distribution of its membership among such broad areas as social studies, humanities, the sciences, communication, and health and personal development.

b. At least three representatives from each of the two major campuses of the University.

c. The reputation and standing with the University Faculty of those named to membership.

d. Most of all and overriding all other considerations, a demonstrated concern in those named for the general cultural and intellectual backgrounds of college students.

2. Functions of the President's Committee

We recommend that the President's Committee on General Studies should meet at least twice each quarter (alternately at Carbondale and Edwardsville) to review courses and course sequences proposed as general degree requirements. Criteria for the evaluation of such courses are suggested in a later section.

We recommend that serious consideration should be given to adjusting the work loads of the committee members, especially in the early years of its work, so that they will be able to give adequate time to the Committee's functions.

Once a course has been approved by the President's Committee, we recommend that it be taught by the appropriate departments or divisions and that it be activated by the operating organizations of the respective major campuses at Carbondale and Edwardsville.

Since general studies are an extension of educational processes begun in high school (and even before), it is recommended that the President's Committee have the task of coordination and review of the University program of general studies in the light of future changes in the high schools and junior colleges from which our students come. Some aspects of the University program may need altering because of changes taking place at earlier levels.

3. The Chairman of the President's Committee on General Studies

a. The chairman of the President's Committee on General Studies shall be appointed by the President on a year-by-year basis (from the combined panels proposed in Section One above) and shall be directly responsible to him. He shall periodically report directly to the President on the progress and needs of the general studies program. He shall also inform the University Faculty from time to time of the results of the Committee's deliberations and shall at

all times seek the widest possible basis of faculty support for the general studies program.

b. The chairman shall preside over all meetings of the President's Committee on General Studies and shall instruct the executive officers of the Committee to see that its decisions concerning courses approved for teaching are put into effect through the appropriate educational operating organizations of the University.

c. The chairman shall be the person chiefly responsible to the President for the planning and review function with respect to general studies. He shall be the agent of the President's Committee on General Studies through whom continuing review and evaluation of the general degree requirements is made and reported to the Committee.

d. The chairman shall be released from his other duties for an amount of time commensurate with his responsibilities during the period of his chairmanship.

e. The chairman shall be an ex-officio member of all groups on either campus dealing with general studies and shall acquaint himself with the problems of both campuses.

4. The Carbondale and Edwardsville Operating Organizations

The Chairman and the President's Committee as a whole will be concerned with standards and with the coordination of the general studies program throughout the University. In order that the actual operation of courses may remain close to those teaching them, however, we recommend that each of the major campuses shall develop its own arrangements for proposing new courses to the President's Committee and for scheduling such courses as are approved. Among the optional courses approved, there should be courses which would allow for differences in facilities, staffs, and interests on the respective campuses, and there should be a planning arrangement which would insure that the offerings on each campus are consistent with the needs of its students. We also recommend that any individuals or groups of individuals should be allowed to propose courses directly to the President's Committee, and that from time to time the President's Committee should take the initiative in planning desirable courses for which no proposals have been received.

These recommendations stem from our understanding that in the new organization of the University the general educational planning and review function is reserved for the University as a whole, while the actual execution of educational programs is through the respective operating organizations of the two major campuses. Here, as elsewhere, the President's Committee should respect both the need for agreement upon a coherent body of educational goals for the University and the need for adaptation to the needs, resources, and responsibilities of each of its campuses.

5. The Executive Officers

For purposes of liaison between the President's Committee on General Studies and the operating organizations, we recommend that the Vice-President for Operations of each campus, subject to the approval of the President's Committee on General Studies and the President himself, shall name an executive

officer. No person should serve at the same time as an executive officer and as a member of the President's Committee. These executive officers will be the executive arms of the central President's Committee on General Studies, working, on their respective campuses, through the respective Vice-Presidents for Operations.

Their duties will be as follows:

- a. An executive officer shall attend all committee meetings of the President's Committee on General Studies (but without vote), shall report to the members of the Committee any proposals regarding the general degree requirements which have emanated from his campus, and shall subsequently report the Committee's actions to his Vice-President for Operations.
- b. An executive officer shall be the agent for his campus for arranging, through the appropriate departments or divisions, the teaching of approved general studies courses, and shall bring to the attention of the Vice-President for Operations or his delegated representative any fiscal, personnel, or scheduling problems involved.
- c. An executive officer shall, if at all possible, have some teaching duties himself and have direct knowledge of teaching problems and practices. He shall point out to his Vice-President for Operations good work done in the General Studies courses and shall recommend (in addition to recommendations coming through the usual channels) salary increases and promotions for those responsible for such work.

6. Financing the General Studies Program

- a. The General Studies program on each campus shall have its own allocation for the personal services of those who teach the general degree requirements on that campus.
- b. Initially this allocation shall be determined by examining present contributions of credit hours taught in the general degree requirements by each department or division. All personal services monies hitherto devoted to this purpose shall be centralized on each campus in the respective General Studies accounts.
- c. These accounts shall be handled by the executive officers of the President's Committee on General Studies. The departments and divisions will be reimbursed from the General Studies accounts in proportion to the teaching burdens they assume in the program. If a departmental or divisional contribution radically changes, these changes will be reflected in subsequent annual internal budgets.
- d. Equipment, materials, supplies, and student help will be budgeted directly to the departments or divisions. If the contribution of a department or division to the general studies program changes materially, however, this factor should thereafter affect its operating budget.
- e. The procedure for adding new staff members to the departments and divisions will remain unchanged, except that the President's Committee on General Studies, may, through its executive officers call attention to special pressures on the departmental and divisional staffs due to the general studies program.

In allocating new positions and appointing new staff members, consideration should be given to the contribution which will be made to the general studies program.

f. The President's Committee on General Studies will have its own operating budget for travel, consultant services, office expenses, etc., and will name its own recording secretary-fiscal officer from its membership.

B. Course Requirements

1. The Responsibilities for General Studies

We recommend that sustained effort be made in all discussions of general studies to think of the basic ingredients of education for all students, rather than in terms of traditional courses, hours per course, or even divisions. Each field of specialization has a concern for general studies in the sense that its majors will be affected by the requirements made upon them. But it is no derogation of legitimate and important academic areas to recognize that some of them do not have as a primary responsibility a contribution to the general background of each student. Nor is encouragement of empire intended in the recognition that a few fields do have general training as a primary responsibility.

2. Uniform Credit Hour Requirement

We recommend that the same number of credit hours in general degree requirements be stipulated for the bachelor's degree in all divisions, schools, and colleges of the University, but that certain variations in the courses taken (as described below) be allowed in meeting the required total.

3. Categories of Requirement

One of the grave weaknesses of the general degree requirements presently in effect is that each is a small, self-contained unit without prerequisites. Only rarely do the teachers of the several courses meet together to discuss such questions as the possible unnecessary overlapping between courses, the possible omission of desirable material from all the courses, the order in which materials can best be presented during the students' college days, and the total purposes and effectiveness of the general studies curriculum.

Student responses to the present program have resulted in an unexpected criticism--many of the present general degree requirements are not sufficiently challenging. Certain courses repeat matters previously encountered in high school or in other college courses; they emphasize rote learning; they have too much random factual content and too little intellectual content; their function or importance in the students' total education is never made clear even by implication. Furthermore, because each course is taught in isolation from the others, each has to be an elementary course--there is no build-up from the less complex to the more complex, no cumulative effect, no real advance to broader and deeper understanding.

No one group of specialists can act to meet these criticisms--a concerted effort by the University Faculty is required. A framework must be provided for interdepartmental planning of course sequences.

We are therefore recommending that of the hours required for each area of general studies (see below for definitions of the areas), some be devoted to first level or basic courses, some to second level or continuation courses, and some to third level or advanced courses to be taught only in the junior and senior years. Specifically, first level courses should be required interdepartmental sequences (this does not necessarily mean "survey" or "integrated" courses), with the second quarter's work based on the first, and the third quarter's work based on the second. These courses would serve as prerequisites for second level interdepartmental sequences, which could therefore deal with more advanced materials and concepts. These second level sequences could be sufficiently numerous in each area to allow the student some options. Third level courses, taught only during the junior and senior years, could then be designed as really challenging courses, with the knowledge that the students not only had increased in maturity and in understanding of their special fields but also had gained substantially in general background and understanding.

4. Distribution of Required and Optional Courses

We recommend herewith the listing of the general degree requirements under five functional headings, each with a specific number of credit hours to be distributed to courses approved by the President's Committee on General Studies. The first three of these correspond roughly to the so-called sciences, social studies, and humanities, but we have avoided these conventional terms because they are not strictly functional, are often misleading, and may restrict faculty members in planning and proposing general courses which are of first value to the student. For example, certain useful courses may overlap these standard divisions, and certain others may fall between them.

Both faculty and student responses show that these first three functions require major emphasis at Southern Illinois University. Accordingly, we have recommended for each of them a substantial number of credit hours.

The first level (basic) course in each of the three areas requiring major emphasis would be a full year interdepartmental sequence required of all students. The student would complete it in either his freshman or his sophomore year, but if possible in his freshman year.

Second level (continuation) courses would be based upon the first level courses, and would be completed during the sophomore or junior year, preferably the sophomore year. In each of the areas requiring major emphasis, there should probably be several different interdepartmental sequences, to allow the student some options.

Third level (advanced) courses would be offered to juniors and seniors only. These would be three hour courses, and the student could be allowed a considerable number of options.

With a sufficient number of options at the second and third levels, this system of general degree requirements should provide each student with a built-in system of electives outside the curricula for his major and his minor.

Two other functional headings designate important areas which neither faculty members nor students believe require quite so much emphasis at the University level as the first three. One of these has to do with the student's

basic means of manipulating and communicating his ideas in all his courses; the other with his health and personal development. We recommend for each of these areas an adequate but somewhat smaller number of credit hours.

The five areas and their functional headings are:

a. Man's Physical Environment and Biological Inheritance

9 hours, first level required interdepartmental sequence
9 hours, second level optional interdepartmental sequences
6 hours, third level optional courses

24 hours

As stated in a recent report of the President's Commission on Higher Education, the goals of study in this area are: "To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to appreciate the implications of scientific study for human welfare." The first level sequence required in this area should be designed to produce a grasp of the methods and purposes of science. More advanced materials in either physical or biological sciences might be presented in optional sequences chosen at the second level. The third level courses might be designed to provide a proper overview of the sciences after the student has a considerable part of his university training behind him.

b. Man's Social Inheritance and Social Responsibilities

9 hours, first level required interdepartmental sequence (should include materials on the Constitutions of the United States and the State of Illinois)
9 hours, second level optional interdepartmental sequences
6 hours, third level optional courses

24 hours

The primary goal of courses in this area is that students who have had such courses will be better citizens than students who have not had them. To achieve this, development of critical capacity as well as description of social processes is necessary. By understanding the way in which men are shaped by social processes and by attempting to form goals for these processes, men may increase their freedom to shape as well as to be shaped by them.

The first level sequence required in this area should be designed to produce an understanding of Western and, specifically, of American social ideas and institutions. The second level sequences should be designed to produce an understanding of one society outside this framework, and the student might well be allowed an option in Asian, African, or Latin American civilization. The third level courses might be designed to provide perspectives and evaluations of world-wide social problems.

c. Man's Insights and Appreciations

9 hours, first level required interdepartmental sequence
9 hours, second level optional interdepartmental sequences
6 hours, third level optional courses

24 hours

One of the objectives accepted by the President's Commission on Higher Education for courses in this area is: "To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity." Another objective would be to acquaint the student with the insights and values to be obtained from the study of the "wisdom" literature of various thinkers and sages. Still another would be to help him to discover an adequate scale of personal and moral values.

The first interdepartmental sequence required in this area might be devoted to the basic understanding of works of literature, art, music, etc. The second level interdepartmental sequences might provide optional approaches to relating the various arts to broad human insights and attitudes, and to giving the student an understanding of the creative and speculative imagination at work. The third level optional courses might deal with various pervasive concepts which are valuable to understanding the human predicament.

d. Organization and Communication of Ideas

3 hours, required college composition
9 hours, either foreign language sequence or basic mathematics
sequence
3 hours, speech

15 hours

From courses in this area students should come to understand the structure of sentences, paragraphs, and larger units of composition and how it reflects relationships of ideas; they should be able to listen with concentration and judgment; they should understand the role language plays in influencing human behavior. They should also develop skill in logical thinking; they should be able to read with critical comprehension; and they should be able to engage in group discussions or face-to-face conversations with profit to themselves and others.

Since mathematics is the basic language of certain sciences, basic college mathematics is included as an option in this group. We recognize that it would be desirable for almost every student to have mastered both a foreign language and basic college mathematics, but perhaps the most that can now be demanded is to attain a level of competent usefulness in one of them, whichever is more valuable to a particular student. Those departments and divisions which feel that their majors must have both a foreign language and mathematics can still require both.

In our opinion, at least the first two-thirds of the usual year sequence in freshman rhetoric should not receive university credit, since it is largely

devoted to making up deficiencies in earlier training. We note that a number of major universities are refusing to grant college credit for this work. Students already properly trained should be admitted to a one-quarter bona fide college level composition course on the basis of proficiency examinations. For others, non-credit courses should be offered prior to their being admitted to the college composition course.

e. Health and Personal Development

3 hours, first level required physical education sequence

3 hours, second level required health education course

6 hours, third level optional courses

12 hours

With increased leisure and longevity, health and personal development have become a most significant educational ingredient. Proper patterns of exercise, recreation, and attention to personal health need to be inculcated in all citizens. Wise public policy requires citizens with responsible knowledge in these fields. Good citizenship also demands more understanding than many college graduates have of such personal matters as sound family relationships and sound management of personal finance.

The present requirement in physical and health education is met in different ways on the different campuses of the University. We have, therefore, recommended the minimum number of hours in physical education (three) as a general degree requirement.

5. Opportunities for Reduction of Requirements

The general degree requirements listed above total 99 hours. One advantage of the requirements proposed is that all courses could readily be translated into semester hours without loss or awkwardness to the student. This feature would be of great advantage to transfer students and to the University itself, should it turn in the future to semester or trimesters. Every three hour unit would convert readily to two semester hours of credit.

We feel that 99 hours are the minimum number of hours necessary to insure attainment of the University's general objectives for its undergraduate students. Furthermore, the distribution of the requirements follows faculty and student emphases which have been indicated in our responses from those questioned. We have also borne in mind the summary of views reported by President Morris at the University Faculty meeting of March 10, 1960: "It is fairly generally agreed that there should be more rather than less emphasis on general degree requirements even in the specialized schools of the University. Some argue that all the schools and colleges should adapt themselves to an increase in the amount of general requirements either by deferring more of their programs to the graduate level or by reconciling their own special requirements to the general degree requirements." We agree that general studies should never be considered an expendable element in preparation for responsible positions in any field and that the advanced training of highly-specialized professional persons is basically a graduate, not an undergraduate function.

We are aware, however, that 99 hours of general degree requirements may give rise to problems in handling certain bachelor's degree curricula. Furthermore, some students come to college with better backgrounds than others. For these reasons, we recommend the following ways of relieving pressure on the bachelor's degree curricula, where this can be done without prejudice to the students' general backgrounds.

a. We recommend that able students be encouraged to make full use of proficiency examinations which may not only make it unnecessary for them to take a number of required courses, but may actually give them the equivalent in credit toward graduation.

b. We recommend that the University follow the example of other institutions in allowing several fields where the bachelor's degree has become quasi-professional to exceed the 192 hours presently required for it. This is in accord with the recommendations of the Faculty Council under date of April 9, 1959. The extra hours would make little difference to abler students who come equipped with a good general background and who would take no longer than at present to receive their degrees. Students with poorer general backgrounds should plan to spend one or two extra summers to receive their bachelor's degrees. This policy would be consistent with present demands for a year-around program.

c. We recommend that each student be excused from the first level general studies sequence in the area most closely related to his interest. If the student has good preparation and declares an interest in science, for example, he would not need to take the first level sequence in Man's Physical Environment and Biological Inheritance, but would be allowed to proceed immediately with specialized science courses. He would, however, take second and third level general studies courses in the sciences, in order to insure that his work in the physical sciences was not done in ignorance of the biological sciences, and vice-versa.

6. Criteria for Acceptance of General Studies Courses

We recommend that any proposal for a course to satisfy a general studies requirement should include evidence for affirmative answers to the following questions:

a. Does the course meet the needs of non-majors in the field being covered rather than the needs of majors?

b. Does the course emphasize insight into the basic principles and practices of the field of study concerned?

c. Are the data selected for presentation made to seem relevant:

i. To the basic principles and practices of the field concerned?

ii. To the interest and needs of the general student?

d. Have data and principles that are likely to become obsolescent or of minor interest within the student's lifetime been eliminated from the course so that concentrated attention can be given to factors of continuing importance and to factors conducing to change?

e. Is the course well designed for the general student? Does it sufficiently distinguish between data of concern only to specialists and data of concern to any well-informed citizens? Does it show the relevance of a particular specialty to the understanding of other specialties? Since it will be taken largely by non-majors in the field covered, does it provide a meaningful introduction to that field? Since many of the students who take it will probably not take other courses in the same field, is it adequate as a terminal course?

f. What is the relationship of the course to other general studies courses? Will it in any way overlap or repeat materials which are sufficiently covered elsewhere? Does it build on the student's previous general studies in high school and college? Does it provide an incentive to further general study in college and after graduation?

g. Will the course help the student to an orderly conception of the world in which he lives and his place and responsibility in it rather than to a disorderly or unassimilated miscellany of information, formulas, definitions, and assumptions?

C. Phasing of Work of the President's Committee on General Studies

We recommend that the new President's Committee on General Studies set certain particular goals, in addition to its general duties, during the first phase of its work:

1. Examination of Present Courses

As a prelude to approval of any new general studies courses the President's Committee should examine each of the present courses which serves as a general degree requirement in the light not only of the criteria just listed but also of other criteria appropriate to specific areas. Several of our present courses may, with minor adjustments, meet our needs perfectly well. We should not make the mistake of assuming that everything already being done is outmoded. But we should not make the mistake of assuming that only newly proposed courses need to be reviewed. In fact, all courses should be reviewed periodically to be sure that they are fulfilling their functions and retaining their vitality.

The President's Committee on General Studies should aim to complete its review of present courses and its approval of a sufficient number of new courses so that the new program can be put into effect in time for pre-registration for the 1962-1963 academic year. This would mean that it would have an especially heavy burden for the first year after its organization.

Obviously in this first phase the President's Committee will require a great deal of help from faculty members concerned with general studies.

2. Responsibility for Faculty Planning

In order to mobilize the faculty for this purpose and at the same time to fix responsibility for initial planning, we recommend that, for each of the interdepartmental sequences, the drawing up of a proposal to the President's Committee be made the responsibility of a single qualified individual. This individual should, however, work closely with all the appropriate specialties and should have the privilege of organizing an advisory group made up of representatives of these specialties.

In this way, the President's Committee will be able to command a great deal of faculty participation and will be able to obtain judgments from those most qualified to give them. These faculty members can assist the President's Committee in determining (a) the ways in which maximum use can be made of the time which has been allocated to each sequence, (b) the specific goals which each sequence should attempt to reach, (c) the availability of textbooks or the need for syllabi for the various sequences, (d) the relation of a particular sequence to other general degree requirements, and (e) the latest trends at other Universities in the area concerned.

The President's Committee will profit not only from widespread faculty participation but also from students' and laymen's reactions to the courses. Although each general studies course can best be designed by a collection of specialists in allied fields, the question of whether or not it is serving its function as a general studies course can perhaps best be determined by persons outside these fields.

We make no recommendation on the much-debated question of integrated or survey courses. Such courses are most likely to succeed when they are planned by those who will teach them. It may be that some of the faculty work groups will wish to recommend sequences in which a number of specialists in turn present their specialties, that others will recommend historical surveys, that still others will recommend the presentation of broad ideas that underlie several specialties. Each such proposal should be reviewed on its merits as a promising contribution to students' general background.

D. Advisement

We have been charged with the responsibility of ensuring that the "administration of the general degree requirements is properly fixed and that students can receive proper advice about their general backgrounds as well as about their majors and minors."

The Statutes of the University presently provide for decentralized administration of advisement by the deans of the various schools and colleges. This arrangement no longer fits the University's organization, particularly on the Southwestern Illinois Campus, nor does it ensure that the students can receive proper advice about their general backgrounds.

We believe we have spelled out the framework for general degree requirements with sufficient definiteness so that the general studies

program will not require an elaborate system of advisement. We believe, furthermore, that the listing of requirements and options resulting from the proposed program can be made sufficiently clearcut to relieve the advisers from a great deal of the more mechanical aspects of their present work.

We should like to suggest that serious thought be given to a system of registration in which the student would make out his own schedule and submit it directly to the registrar for approval. The schedule could then be checked to see that it complies with (a) general degree requirements and (b) major requirements as listed in the University's bulletin series. This checking could be performed by civil service workers or possibly by graduate assistants, who could then call to the attention of the student deviations from the catalog listings.

The result would be to release the school, college, and divisional advisers for a much more important function--namely, discussion with the students of the principles and purposes of professional education. We have learned that many students would prefer to accept the responsibility for handling the mechanics of registration and class scheduling if they could receive more general counselling and better advice about choices of careers.

Both faculty members and students have largely agreed (with some differences of opinion) that the end of the sophomore year is about the right time for the student to determine his choice of a profession. This implies that he be initially considered not as an enrollee in a division, school, or college, but as a general student taking a general studies program and at the same time exploring various possibilities for his professional career.

During this period he needs to be able to consult (a) a general academic adviser and (b) various special advisers attached to the divisions, schools, and colleges. His general academic adviser would give him (minimum) help in filling out his schedule and (maximum) help in understanding the need for a good educational background before determining the field of his choice. His general adviser could also refer him from time to time to special advisers for fuller information about the requirements of particular professional fields. The general advisers should also assist students wishing to meet pre-professional requirements in law, medicine, etc., at other universities.

We therefore recommend that each of the executive officers for the President's Committee on General Studies be given the responsibility (working under the direction of the Chairman of the Committee and through his Vice-President for Operations) of establishing on his campus a group of advisers who would initially advise all students and who would continue to advise them through their sophomore years (and thereafter if their choice of a professional curriculum had not been made by that time).

It follows from this recommendation that the special advisers in the divisions, schools, and colleges would be relieved of considerable mechanical work and could concentrate on the professional curricula.

E. Flexibility of the Program

Our recommendations may seem to some to be too specific and to others too vague. Some departments and divisions may feel that our proposal diminishes the importance of their contribution to the students' general backgrounds. At the risk of unnecessary repetition, we should like to say that this proposal is designed to give every department and division an opportunity to devise courses that meet the criteria of the President's Committee. It is suggested that wherever a departmental or divisional chairman perceives an opportunity to devise an optional course or join hands with other departments or divisions in contributing to an interdepartmental course, he should take the initiative in opening up discussions. The effect of our proposal should be not to restrict the departments and divisions but to challenge them to make the maximum contribution possible to the general studies program.

What we have tried to do is devise a plan for the administration and organization of general studies which would (a) be sufficiently rigid to protect the students from their own bad judgment or from the incursions of overzealous specialists and (b) sufficiently flexible to allow for differences between students, divisions, schools, colleges, and campuses. Planning and review have been centralized, but operation has been decentralized. Responsibility for getting the program moving is fixed upon specific individuals, but success in seeing that it is well-planned, well-organized, and successfully activated is made to rest upon the willingness of the entire University Faculty to contribute its ideas, its experiences, its skill, and its support.

Committee on Handling General
Degree Requirements

E. C. Coleman
S. D. Lovell
C. D. Tenney, Chairman

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the Vice President

December 19, 1960

S P E C I A L B U L L E T I N T O T H E F A C U L T Y A N D T H E S T A F F

Christmas and New Year's days each fall on a Sunday. In accordance with the usual policy, these vacation days will be observed on the following Mondays; and all departments, laboratories, offices and shops will be closed on these two Mondays, except where continuing service is necessary.

On the two Saturdays before the holidays (December 24 and 31) it will not be necessary to staff the various offices of the University.

John E. Grinnell
Vice President for
Operations

1871

1872

1873

1874

1875

1876

1877

1878

1879



